

THE UNITED ARAB REPUBLIC BROADCASTING CORPORATION

العَرَبِيَّةُ بِالرَّادِيُو

ARABIC BY RADIO

BOOK TWO - PART ONE

القَاهِرَةُ
CAIRO
1973

THE UNITED ARAB REPUBLIC BROADCASTING CORPORATION

العربية بالراديو

ARABIC BY RADIO

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القاهرة

CAIRO

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مقدمة الكتاب الثاني

تعلمت في الكتاب الأول طرفاً من أساليب اللغة العربية، وألمت ببعض مفرداتها، ولأحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجري على ألسنة المتعلمين من العرب في حياتهم اليومية. وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة، فلم نخض في التفاصيل النحوية، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة، أو سمعتها ملفوظة، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال في الحياة اليومية.

والآن نريد في هذا الكتاب بأجزائه الأربعة* أن نعرض عليك القواعد النحوية الأساسية للغة العربية في نسق متصل ومنهج متماسك، وأن تزيد ثروتك اللغوية زيادة كبيرة، فتتمكن من التعمق في فهم العربية ومن كتابة بعض الجمل العربية المركبة. وفي سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية، ولكن دون أن نبتعد عن شئون الحياة اليومية. وفي سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس للدراسة موضوع نحوي معين؛ وذلك في نطاق منهج نحوي عام وضعناه منذ البداية، فيكون كل درس مكملًا للدرس السابق وممهداً للدرس اللاحق.

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء: مادة القراءة، والملاحظات النحوية، والتمارين. وموضوع مادة القراءة هو عنوان الدرس، وتجده دائماً في رأس كل درس. وقد راعينا في مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التي نريدها من الدرس. وهذه القاعدة النحوية هي مادة الملاحظات النحوية التي تأتي عقب ذلك. ومنهجنا في هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة، ثم نبين ما تنطوي عليه من قواعد نحوية. وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك في هذه المرحلة. وتأتي التمارين في آخر الدرس، وهي مستقاة أولاً من مادة القراءة الخاصة بالدرس، ثم من الدروس التي مرت بك في الكتاب الأول؛ ولهذا أحلناك في بعض هذه التمارين إلى دروس معينة في الكتاب الأول لترجع إليها.

* يبدأ هذا الكتاب بالدرس الثاني والخمسين، لأنه استكمال لكتاب الأول.

وقد التزمنا في هذا الكتاب ضبط كل كلمة ضبطاً كاملاً (سواء أكانت في مادة القواعد أم في الملاحظات النحوية أم في التمرينات) . أما الكتابة الصوتية فقد التزمنا في مادة القراءة فقط ، وأسقطناها في الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلا إما في الدرس نفسه وإما في الكتاب الأول ، فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ؛ فالحركات العربية كفيلا بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربي ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزئين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملاً . وقد ساعدناك بالكتابة الصوتية في ستة أجزاء كاملة (الأجزاء الأربعة التي يتكون منها الكتاب الأول ، والجزءان الأول والثاني من الكتاب الحالي) ، وعليك في الجزئين الباقيين (الجزئين الثالث والرابع من الكتاب الحالي) أن تعتمد على نفسك في قراءة الكلمات العربية مستعينا بالحركات وبأداء المذيع العربي .

وتجد في أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوي الذي يتناوله . وفي آخر كل جزء قاموس أبجدي للكلمات الجديدة التي وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملاً ، فأغنيك عن كتابها الصوتية . وستلاحظ أننا أوردنا الأسماء وهي في حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التي وردت فعلاً في الدروس . والتزمنا إسقاط أداة التعريف إلا في الحالات التي تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولي التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (*i.e.* marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (viz. the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article «*ال*» is not indicated except in those words which change form when the article is not prefixed to them.

الرموز الصوتية

SOUND SYMBOLS

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| | absence of vowel | السكون |
|--------------------------|---------------------|------------------------------|
| short « a » | a | الفتحة |
| long « a » | aa | الفتحة الطويلة |
| ʔ followed by long « a » | ʔaa | (آ) الهمزة محركة بفتحة طويلة |
| short « i » | i | الكسرة |
| long « i » | ii | الكسرة الطويلة |
| short « u » | u | الضمة |
| long « u » | uu | الضمة الطويلة |
| « a » with nunation | an | أ الفتحة مع التنوين |
| « i » with nunation | in | إ الكسرة مع التنوين |
| « u » with nunation | un | أ الضمة مع التنوين |
| doubling with « a » | | أ الشدة مع الفتحة |
| doubling with « i » | | إ الشدة مع الكسرة |
| doubling with « u » | | أ الشدة مع الضمة |
| doubling with « an » | | أ الشدة مع الفتحة والتنوين |
| doubling with « in » | | إ الشدة مع الكسرة والتنوين |
| doubling with « un » | | أ الشدة مع الضمة والتنوين |

الكتاب الثاني

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الدَّرْسُ الثَّانِي وَالْخَمْسُونَ

Ḥaddarsu ḥaḥānii walḥamsuuna

Lesson Fifty Two



نَحْنُ نَسْتَمِعُ وَنَتَعَلَّمُ

nahnū nastamiḥu wanataḥallamū

We Listen (in) and Learn.

أَخْضَرَ مَاجِدُ كِتَابَهُ ،

Ḥaddara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ḥilaa maktabihi
and sat at his desk.

وَأَخْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waḥḥdarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasaḥ ḥilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book,

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا ،

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ ،

haana maw'idu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادِيُو ،

maajidun yastami'u Pila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادِيُو ،

wafaatimatu tastami'u Pila rraadyoo
and Fatimah listens to the radio.

الْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

Palmu'allimu yantiqun kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiqun waraa'ahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ ،

wafaatimatu tantiqun waraa'ahu
and Fatimah repeats after him.

الْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

Palmu'allimu yaqra'u jumlatan jadiidatan
The teacher reads a new sentence,

وَمَا جِدُّ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqra?u waraa?ahu
and Maged reads after him,

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaatimatu taqra?u waraa?ahu
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِي الدَّرْسِ

taqaddama lmu?allimu fi ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

nataqa wa?araha waqara?a
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمْلَ .

nataqa lkalimaati ljadiidata wa?araha mafnaahaa waqara?a ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَاسْتَمَعَ مَا جِدُّ ، وَنَطَقَ ، وَقَرَأَ .

wastama?a maajidun wanataqa waqara?a
And Maged listened, pronounced and read.

وَاسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ .

wastama?at faatimatu wanataqat waqara?at
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

oomma ntaha ddarsu
Then the lesson came to end.

رَاجَعَ مَا جِدُّ الدَّرْسَ .

raaja?a maajidunu ddarsa
Maged revised the lesson.

نَظَرَ فِي الْكِتَابِ وَقَرَأَ الْجُمْلَ .

na?ara fi lkitaabi waqara?a ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ

umma ʔaxaða iqalama wakataba ttamriinaati

Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

umma naadaa faatimata waqaala

Then he called Fatimah and said (to her);

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ

ʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati

"I have revised the lesson and written the exercises."

وَقَالَتْ فَاطِمَةُ :

waqaalat faatimatu

And Fatimah said;

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ

waʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati

"And I have revised the lesson and written the exercises."

أَنْتَ تَسْتَمِعُ إِلَى الرَّادِيُو وَتَتَعَلَّمُ .

ʔanta tastamiʔu ʔila rraadyoo watataʔallamu

You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادِيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʔu ʔila rraadyoo waʔataʔallamu

And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيُو .

nahnu nataʔallamu llugata lʔarabiyyata mina rraadyoo

We learn the Arabic Language by radio."

GRAMMATICAL NOTES

الملاحظات النحوية

Read the following words:

faatimatu

فَاطِمَةٌ

maajidun

مَاجِدٌ

ʔalkitaabu

الْكِتَابُ

kitaabun

كِتَابٌ

ʔaddarsu

الدَّرْسُ

darsun

دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu الدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words:

اقرأ الكلمات الآتية :

fataha

فَتَحَ

jalasa

جَلَسَ

ʔaraha

شَرَحَ

nataqa

نَطَقَ

tastamiʔu

تَسْتَمِعُ

yastamiʔu

يَسْتَمِعُ

tantiqu

تَنْطِقُ

yantiqu

يَنْطِقُ

taqraʔu

تَقْرَأُ

yaqraʔu

يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words:

اقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

fi

فِي

Pilaa

إِلَى

wa

وَ

min

مِنْ

oumma

عُمَمًا

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a **PARTICLE** « حَرْفٌ ».

Thus a word, in Arabic, is either a noun **إِسْمٌ**, a verb **فِعْلٌ** or a particle **حَرْفٌ**.

EXERCISES

تمرينات

1. Underline the nouns in the following words:

أَحْضَرَ - كَلِمَةٌ - الْمُعَلِّمُ - وَرَاءَ - تَنْطِقُ - جُمْلَةٌ

2. Underline the verbs in the following words:

الْجُمْلُ - انْتَهَى - الْكَلِمَاتُ - اسْتَمَعَ - رَاجَعَ - اللُّغَةُ

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَا جِدَّ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ
نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيُو

4. Supply three more examples of each of the following parts of speech:

a particle

حَرْفٌ

إِلَى

a verb

فِعْلٌ

قَالَ

a noun

إِسْمٌ

الْكِتَابُ

الدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ

Ḥaddarsu ḥaḥaaliḥu walḥamsuuna
Lesson Fifty Three



تَعَلَّمِ النُّطْقَ الصَّحِيحَ

taḥallami nnuṭqa ṣṣahiiḥa
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faatimatu limaaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ

samiṣna ḥḥdarsa waraajaṣnaahu wakatabna ḥḥtamriinaati

“We have listened to the lesson, revised it and written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ

ḥḥaṣid nnuṭqa ḥḥkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ

ḥḥanta tantiqu waḥḥanaa ḥḥasmaṣu
You pronounce and I'll listen.

أَرْجُو أَنْ تُحْسِنَ النُّطْقَ .

Parjuu Pan tuhsina nnūtqa.
I hope you pronounce well."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِعُ .

maajidun yantiqū wafaatimatu tastamiṣu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says;

انْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

Pintiḡi lkalimata marratan ʔuxraa
"Pronounce the word once more.

النُّطْقُ خَطَأً .

ʔannuṭqu xataʔun
The pronunciation is incorrect."

مَا جِدُّ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

ʔanaa samiṣtu haaḡa nnuṭqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضاً .

waʔanaa samiṣtuhu ʔayḡan
"I have heard it, too.

اقْرَأِ الْكَلِمَةَ مِنَ الْكِتَابِ

ʔiqraʔi ʔikalimata mina ʔikitaabi
Read the word from the book."

مَا جِدُّ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ

maajidun yuraajisu nnutqa wayaʔrifu ʔxataʔa

Maged checks the pronunciation (of the word) and finds out the error.

مَا جِدُّ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaʔkuru faatimata wayaquulu

Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . انْطِقِي مَعِي

yajibu ʔan nuraajisa nnutqa ʔintiqii maʔii

"We should revise the pronunciation. Let's pronounce together."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ

maajidun yantiqun wafaatimatu tantiqun maʔahu

Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَا جِدُّ وَفَاطِمَةُ الْقِرَاءَةَ

ʔatamma maajidun wafaatimatu ʔqiraaʔata

Maged and Fatimah have finished reading.

تَعَلَّمْ مَا جِدُّ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ

taʔallama maajidun wafaatimatu nnutqa ʔsahiiha

Maged and Fatimah have learnt the correct pronunciation,

A. Read the following words:

اقرأ الكلمات الآتية :

samiSa

سَمِعَ

qaala

قَالَ

kataba

كَتَبَ

nataqa

نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « **الفِعْلُ الْمَاضِي** ».

B. Read the following words:

اقرأ الكلمات الآتية :

nuraajiSu

نُرَاجِعُ

?asmaSu

أَسْمَعُ

taquulu

تَقُولُ

yantiqu

يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « **الفِعْلُ الْمُضَارِعُ** ».

Note that the present tense begins by one of these letters:

أ - ن - ي - ت

C. Read the following words:

اقرأ الكلمات الآتية :

Pintiq

انطق

PaSid

أعد

Piqra?

اقرأ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « **فِعْلُ الْأَمْرِ** ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES

تمرينات

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(١) ظَهَرَ الْفَجْرُ .

(٢) الْمُوَدَّنُ يَذْهَبُ إِلَى الْجَامِعِ .

(٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .

(٤) قَالَ مَحْمُودٌ لِأَخِيهِ :

(٥) قُمْ وَصَلِّ مَعِي .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ - أَنْظِرِي - أُرِيدُ - تَرْجِعُ - شَاهَدْتُ

(١) أَنَا رُؤْيَا الطُّيُورِ .

(٢) نَحْنُ الْآنَ إِلَى مَكَانِ الطُّيُورِ .

(٣) يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .

(٤) نِهَادُ الطُّيُورِ .

(٥) هِيَ إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B):

(B)
 يَبِينُ
 حَرَبٌ
 يَجْلِسُ
 سَبَحَتْ

(A)
 (١) سَالِمٌ
 (٢) الْخُضْرِيُّ
 (٣) الْبَطَّةُ
 (٤) الْفَلَّاحُ

4. Fill in the blanks with suitable verbs:

(١) مَاجِدٌ يَنْطِقُ ، وَقَاطِمَةٌ

(٢) يَا مَاجِدُ الْكَلِمَةَ مَرَّةً أُخْرَى .

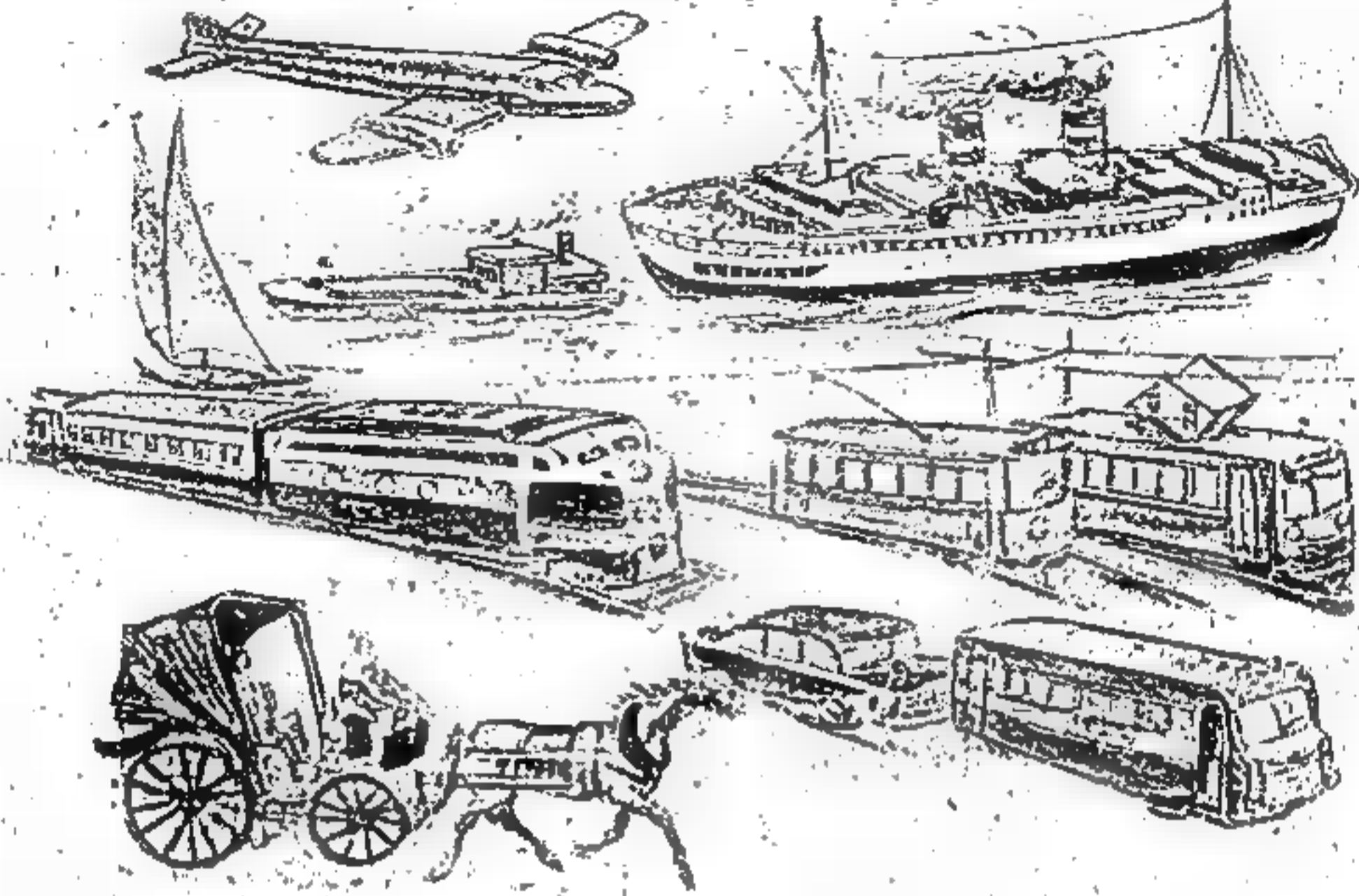
(٣) مَاجِدٌ يَقُولُ : أَنَا هَذَا النُّطْقِ .

(٤) مَاجِدٌ وَقَاطِمَةٌ النُّطْقَ الصَّحِيحَ .

الدَّرْسُ الرَّابِعُ وَالْخَمْسُونَ

ʔaddarsu rraabiʕu walxamsuuna

Lesson Fifty Four



وَسَائِلُ الْمُواصَلَاتِ

wasaaʔilu lmuwaasalaati
Means of Communication

أَحْمَدُ يَعِيشُ فِي الْقَرْيَةِ

ʔahmadu yaʕiʃu fi lqaryati
Ahmad lives in the village.

مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ

madrasatu ʔahmada baʕiidatun ʕani lqaryati
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَاجَةَ ، وَيَذْهَبُ إِلَى

الْمَدْرَسَةِ

ʔahmadu yarkabu ddarraajata
wayaḏhabu ʔila lmadrasati

Ahmad rides the bicycle and goes to school.



وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu Ḥamada qaala lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ

satazuuru Ḥammaka fi lqaahirati
"You will visit your uncle in Cairo."

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ

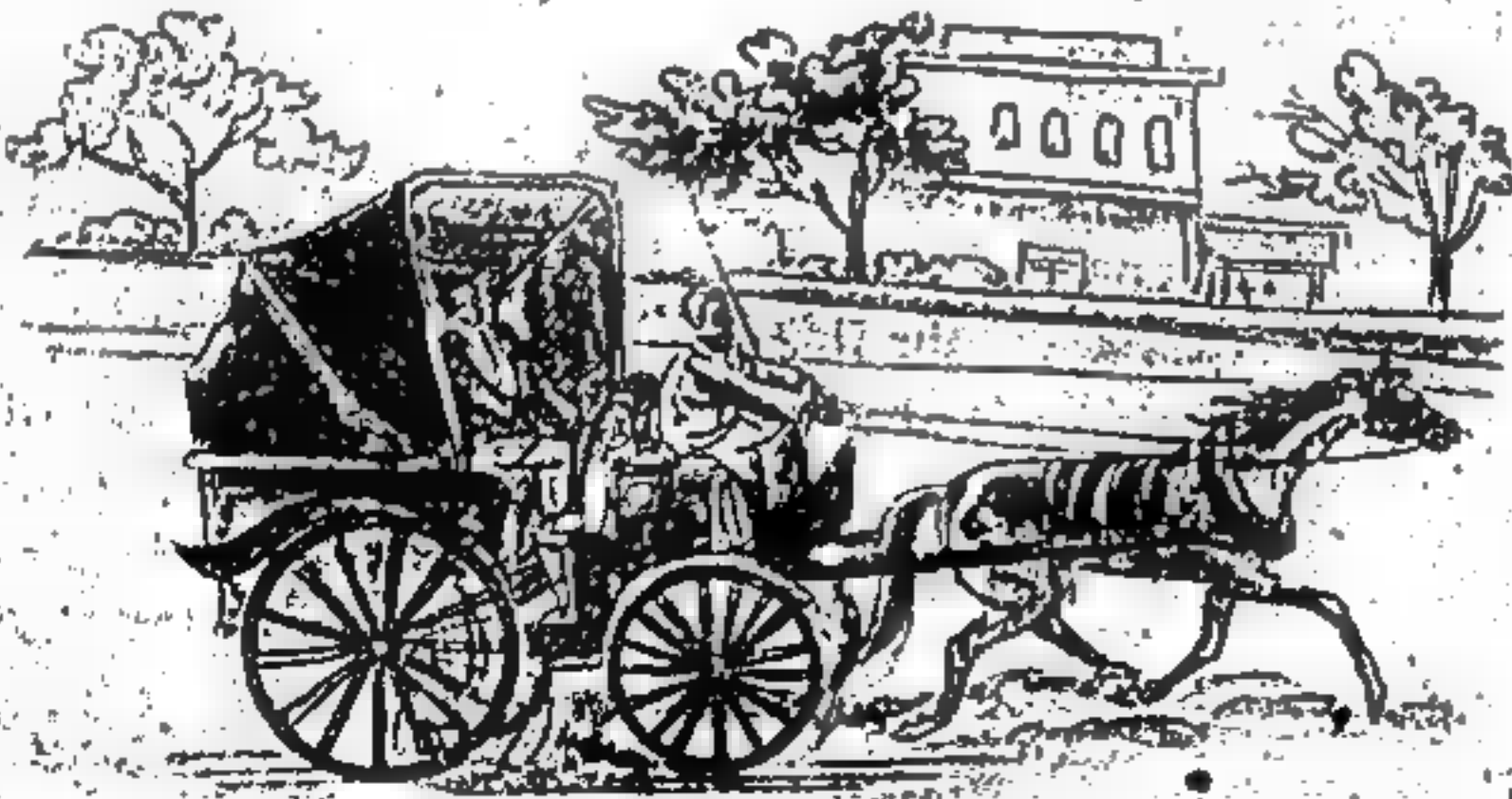
Ḥamadu masruurun biziyaarati Ḥammihī saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادٌ مَسْرُورَةٌ أَيْضًا

waḥuḥtuḥu suḥaadu masruuratun Ḥaydan
And his sister Suad is happy, too.

الْأُسْرَةُ رَكِبَتْ عَرَبِيَّةً

al-ʿusratu rakibat ʿarabatān
The family got in a carriage.



الْعَرَبَةُ يَجْرُهَا خِصَانٌ قَوِيٌّ

PalSarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

الْعَرَبَةُ وَصَلَتْ إِلَى الْمَحَطَّةِ

PalSarabatu wasalat Pila lmaḥattati
The carriage arrived at the (railway) station.

الْأُسْرَةُ رَكِبَتْ الْقِطَارَ

Palʔusratu rakibati lqitaara
The family got on the train.

الْقِطَارُ سَرِيعٌ

Palqitaaru sariisun
It is an express train.

الْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ

Palqitaaru wasala Pila lqaahirati
The train arrived in Cairo.

الْأُسْرَةُ رَكِبَتْ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ

Palʔusratu rakibat sayyaaratan Pilaa manzili saalimin
The family took a car to Salim's house.

السَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ

Passayyaaratu tasiiru fi šawaariḥi lqaahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشُّوَارِعِ

Palḥmadu šaahada fi ššawaariḥi
In the streets Ahmad saw:

التَّرَامَ - وَالْمِتْرُو - وَالْأَتُوبِيسَ

Pattiraama walmetroo walPotoobiisa
The tram, the metro and the bus.

السَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ

Passayyaaratu wasalat filaa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النَّيْلِ

manzilu saalimin Salaa Saati?i nniili
Salim's house is by the Nile.

أَحْمَدُ رَأَى فِي النَّيْلِ

Pahmadu ra?aa fi nniili
On the Nile Ahmad saw:

الْقَارِبَ الشَّرَاعِيَّ، وَالْقَارِبَ الْبُخَّارِيَّ

Palqaariba ssiraafiyya
walqaariba lbuxaariyya

the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ

wasahada ttaa?irata taliiru fi lhawaa?i
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ

Pahmadu ma?surun biziyaarati lqaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمُواصَلَاتِ

Pahmadu ra?aa ba?ida wasaa?ili lmuwaasalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية:

| | | | | | |
|------------|-----------|------------|------------|----------|----------|
| Palqaaribu | القَارِبُ | hisaanun | حِصَانٌ | Palhmadu | أَحْمَدُ |
| Palhawaaru | الهِوَاءُ | Palqitaaru | الْقِطَارُ | waalidun | وَالِدٌ |
| | | manzilun | مَنْزِلٌ | ʿammun | عَمٌّ |

Each of these words is a noun indicating a *masculine singular* «مفرد مذکر»

B. Read the following words:

اقرأ الكلمات الآتية:

| | | | | | |
|---------------|--------------|--------------|--------------|---------------|--------------|
| maḥattatun | مَحِطَةٌ | Palqaahiratu | الْقَاهِرَةُ | Palqaryatu | الْقَرْيَةُ |
| sayyaaratun | سَيَّارَةٌ | Palʿusratu | الْأُسْرَةُ | madrasatun | مَدْرَسَةٌ |
| Pattaaʿpiratu | الطَّائِرَةُ | Sarabatun | عَرَبَةٌ | Paddarraajatu | الدَّرَاجَةُ |

Each of these words is a noun indicating a *feminine singular* «مفردة مؤنثة»

Note that a feminine singular ends with «ة - ة» which is pronounced «هـ» in pause. This feminine ending is called «التاء المربوطة»

Thus nouns in Arabic fall into two groups: *masculine* and *feminine*.

EXERCISES

تمرينات

1. Indicate the masculine and the feminine in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .

(٢) الطَّائِرَةُ تَطِيرُ فِي الْجَوِّ .

(٣) مُحَمَّدٌ خَرَجَ مِنَ الْمَنْزِلِ .

(٤) الْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .

(٥) الزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

مد (١) مَدْرَسَةٌ أَحْمَدٌ بَعِيدَةٌ عَنْ

(٢) سَرِيعٌ .

(٣) سَالِمٌ عَلَى شَاطِئِ النَّيْلِ .

(٤) يَجْرُهَا قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

فَا (١) فَآكِهَةُ الْمَطْعَمِ (طَارِجَةٌ - طَارِجٌ)

أ (٢) الْمَلْعَقَةُ (نَظِيفٌ - نَظِيفَةٌ)

أ (٣) الطَّبَّاحُ (مَاهِرٌ - مَاهِرَةٌ)

أ (٤) الطَّبَقُ (وَاسِعٌ - وَاسِعَةٌ)

أ (٥) الْمَائِدَةُ (مُرْتَبٌ - مُرْتَبَةٌ)

4. Write four more masculine singular under A, and four more feminine singular nouns under B:

A

أَحْمَدُ

B

فَاطِمَةُ

(١)

(٢)

(٣)

(٤)

الدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

Ṣaddarsu lḥaamisū walḥamsuuna

Lesson Fifty Five



الصُّحُفُ

Ṣaṣṣuhufū

Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ.

Ṣaḥmadu fii bayti ṣammihī saalimin.
Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادٍ وَسُعَادٍ.

yajlisu Ṣaḥmadu maʿa nabiilin wanihaada wasuʿaada
Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسَ الْبَابُ يَدُقُّ.

jarasu lbaabi yaduqqu
The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi

Who is the door?

هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ

huwa baaiisu ssuhufi pahdara
shuhufa ssabaahi

It's the newspaper man. He has
brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ ، وَيَأْخُذُ الصُّحُفَ

nabiiun yafahu lbaaba wayaaxudu ssuhufa

Nabil opens the door and takes the
newspapers.

نَبِيلٌ يَعْزِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ

nabiilun ya'ridu ssuhufa Salaa pahmada wanihaada wasu'aada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ »

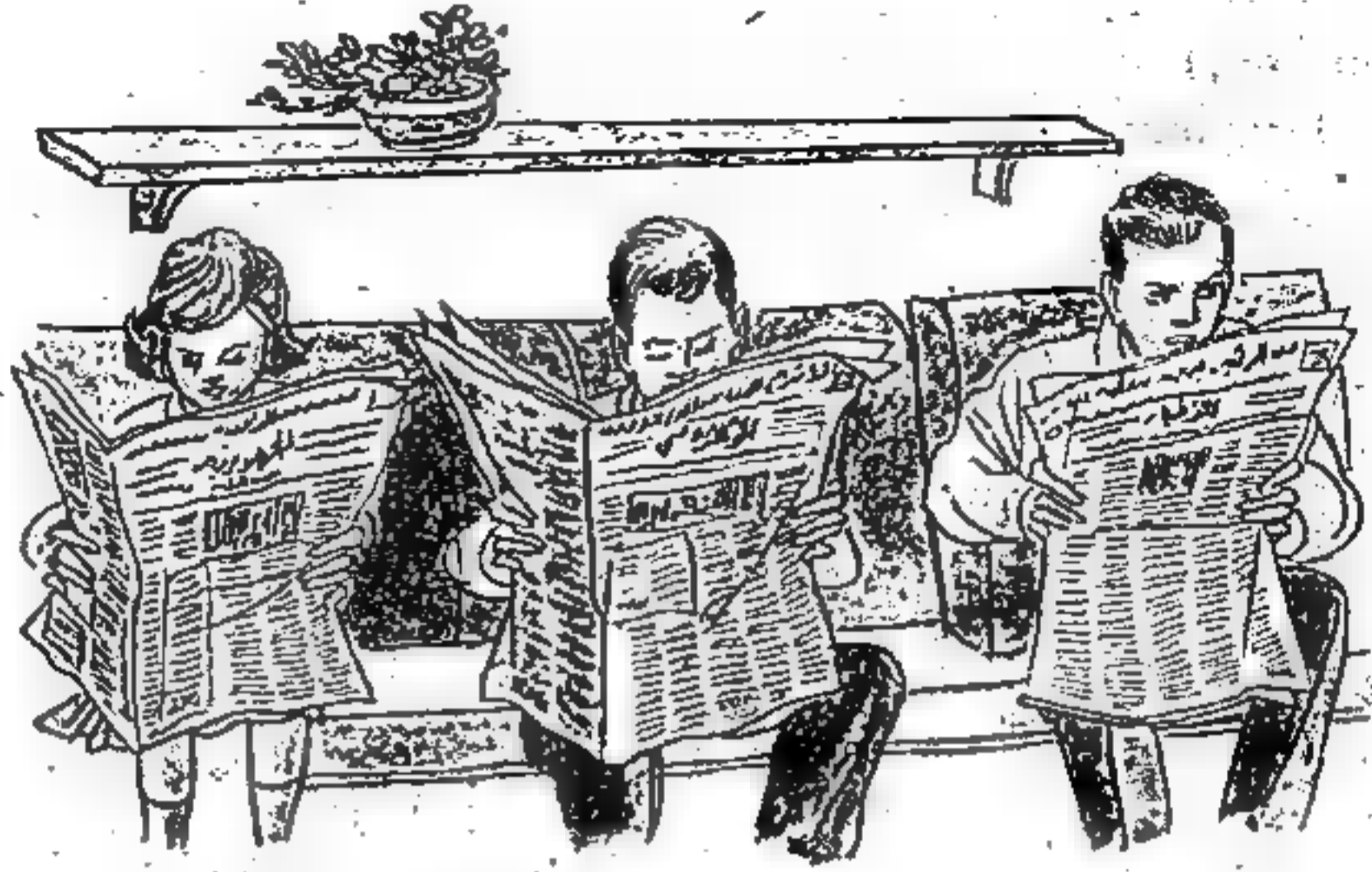
pa'axada pahmadu sahiifata l'axbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ »

wa'axadat nihaadu sahiifata l'jumhuuriyyati
And Nihad took the Al-Jumhuriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ »

wa'axada nabiilun sahiifata l'ahraami
And Nabil took the Al-Ahram newspaper.



نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ

nabiilun yaqraʔu ʔaxbaara rriyaadati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التَّلِيْفِزِيُونِ

waʔahmadu yaqraʔu barnaamaja ttilivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادٌ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ

wanihaadu taqraʔu nnašrata ljawwiyyata
And Nihad reads the weather bulletin.

نِهَادٌ تَقُولُ: حَظُّنَا سَعِيدٌ

nahaadu taquulu haḏḏunaa saʔiidun
Nihad says, "We are lucky."

الْجَوُّ دَافِيُ الْيَوْمِ ، وَالسَّمَاءُ صَافِيَةٌ ، وَالشَّمْسُ سَاطِعَةٌ

ʔaljawwu daafiʔunu lyawma wassamaaʔu saafiyatun waššamsu saatifatun
The weather is warm to-day, the sky is clear and the sun is shining brightly."

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastatiisu ?an naxruja lyawma
"We can go out to-day,

وَنَتَفَرَّجُ فِي شَوَارِعِ الْقَاهِرَةِ

wanatafarraja fii sawaari?i lqaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ?ahmadu waqaala
Ahmad was pleased and said;

وَفِي الْمَسَاءِ نَرَى فِي التَّلِيْفِزِيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaa?i naraa fi ttilliivizyuuni masrahiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal ?araaftum faa?idata ssuhufi
Nabil said, " Do you know now how useful newspapers are? "

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقراء الكلمات الآتية :

nihaadu

نَهَادُ

suṣaadu

سُعَادُ

Ṣassamaaʔu

السَّمَاءُ

Paṣṣamsu

الشَّمْسُ

Each of these nouns indicates a *feminine singular* « مَفْرَدَةٌ مُؤَنَّثَةٌ ».

Note that they do not have the feminine ending « ة - ة ».

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye) Ṣaynun

عَيْنٌ

(an ear) ʔuḍunun

أُذُنٌ

(a hand) yadun

يَدٌ

(a leg) rijlun

رِجْلٌ

(a foot) qadamun

قَدَمٌ

B. A feminine noun that indicates ■ person or ■ animal that bears children or lays eggs is called a *genuine feminine* « مُؤَنَّثٌ حَقِيقِيٌّ ». A few examples are:

suṣaadu

سُعَادُ

faatimatu

فَاطِمَةٌ

baqaratun

بَقْرَةٌ

nihaadu

نَهَادُ

wazzatun

وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called ■ *non-genuine feminine* « مُؤَنَّثٌ مَجَازِيٌّ ». A few examples are:

sahiifatun صحيفه

šajaratun شجرة

šayun عين

sayyaaratun سيارة

šamsun شمس

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending «ت» but does not have it when used with the masculine noun (أَحْمَدُ).

D. Read the following:

يَقْرَأُ نَبِيلٌ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النُّشْرَةَ الْجَوِيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلٌ) has the prefix «ر» whereas it has the prefix «ت» i.e. تَقْرَأُ when used with the feminine noun (نِهَادُ).

Thus :

نَبِيلٌ يَقْرَأُ

نِهَادُ تَقْرَأُ

EXERCISES

تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مِصْبَاحٌ - يَدٌ - مَسْرُوحٌ - مَسْرُوحِيَّةٌ - طَبَقٌ - غُرَابٌ - يَمَامَةٌ -
ذَنْبٌ - بَطَّةٌ - وَزَّةٌ - فَيْلٌ - صَقْرٌ - جَرَسٌ

2. Write three more feminine nouns that do not end by « ة - ة » below the example given:

سَعَادٌ

..... (١)

..... (٢)

..... (٣)

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below:

سَاطِعَةٌ (١)

دَافِيٌّ (٢)

تَسْبِيقُ الْقِطَارِ (٣)

وَقَفَ فِي الْمَحَطَّةِ (٤)

يَحْمِلُ حَقَائِبَهُ (٥)

نَحَبُ الْقِصَصِ (٦)

الْجَوُّ - الطَّائِرَةُ - الشَّمْسُ - نِهَادٌ - الْقِطَارُ - الْمَسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

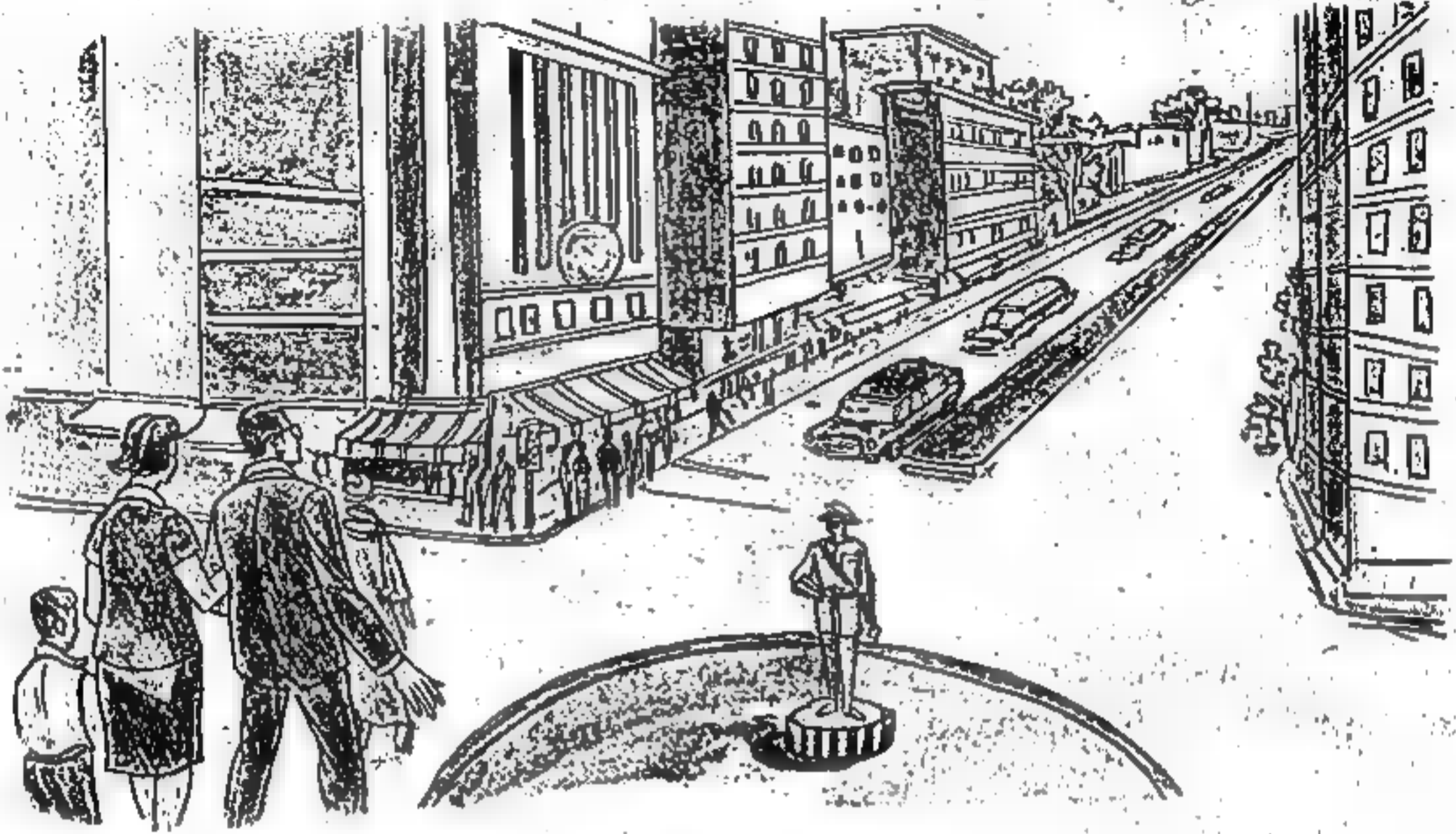
- (۱) الْغُرَابُ فَوْقَ الشَّجَرَةِ .
 (۲) الْخُضْرِيُّ أَمَامَ الدُّكَّانِ .
 (۳) الْبِنْتُ السَّيَّارَةَ .
 (۴) الطَّائِرَةُ فِي الْجَوِّ .
 (۵) فَاطِمَةُ الدَّرْسَ مِنَ الرَّادِيُو .

وَقَفَ - طَارَتْ - يَجْلِسُ - تَرْكَبُ - سَمِعَتْ

الدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna

Lesson Fifty Six



الشَّرْطِيُّ

ʔaššurtiyyu

The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

ʔarajat ʔusratu mahmuudin tušaahidu lmadīinata ʔaraja maṣahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

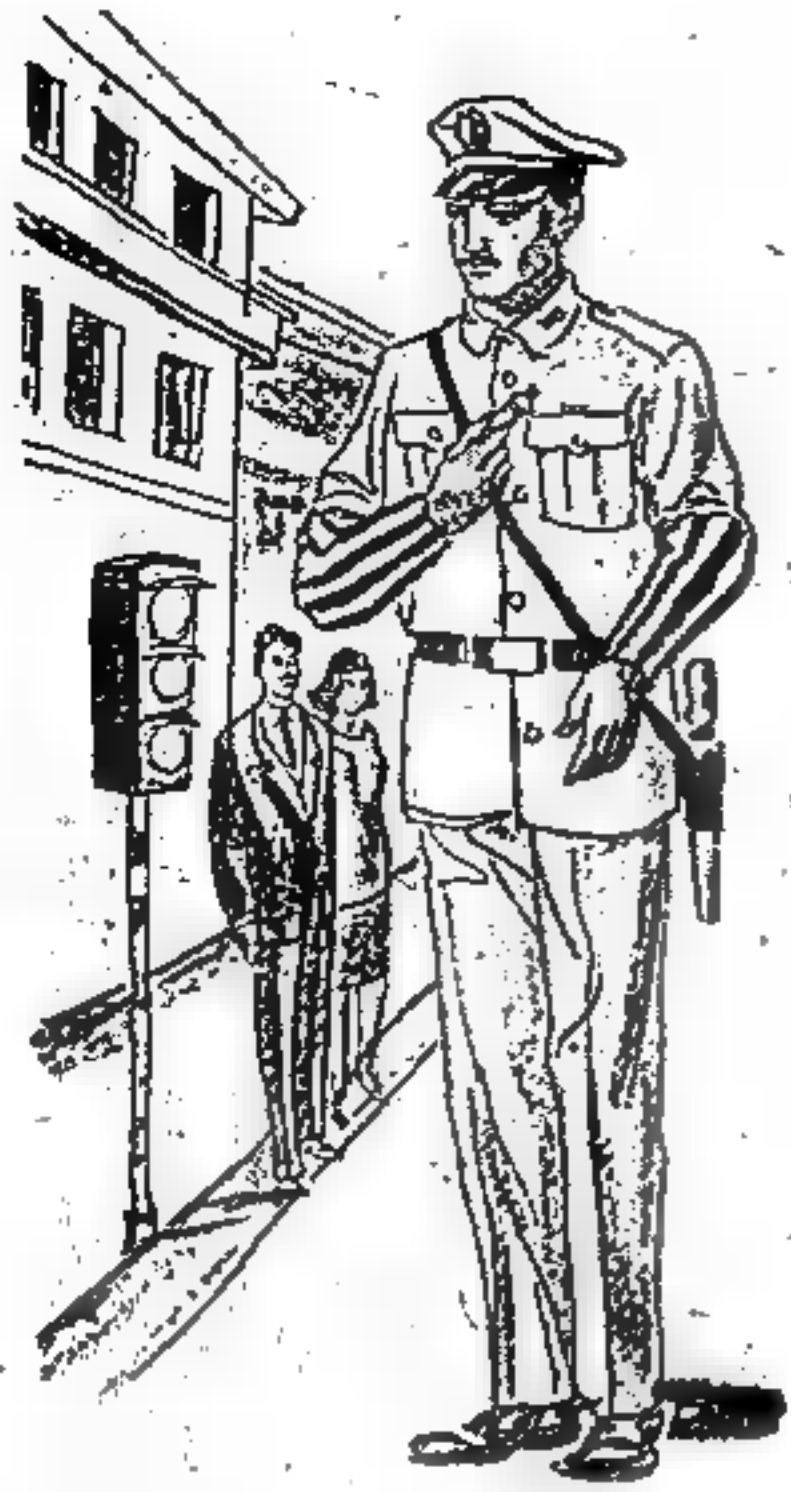
qaala mahmuudun haadaa šaarifun waasifun šawaarifu lmadīinati waasifatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتْ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شَرْطِيُّ .

waṣalati ljamāʔatu ʔilaa maydaanin faasihin yaqifu fihi šurtiyyun
The group (family) arrived at a big square where a policeman was standing.

سَالِمٌ : الشَّرْطَةُ يَنْظُمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمِيَادِينِ .

saalimun ʔaššurtatu yunaḏḏimuuna lmuruura fi ššawaarifi walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودٌ : فِي يَدِ الشُّرْطِيِّ صَفَّارَةٌ .

mahmuudun fii yadi ššurṭiyyi šaffaaratun
Mahmud: "The policeman has a whistle
in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِيُّ فِي

الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun hiina yanfuxu ššurṭiyyu
fi ššaffaarati yastatiisu ssaaʔiruuna lʔubuura
Salim: "When the policeman blows the
whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaadaa laa yaʔburu ssaaʔiruuna lʔaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ʔannuru lʔahmaru ʔamaama ssaaʔiriina yaʔburuuna ʔindamaa
yaʔharu nnuuru lʔaxdaru

Salim: "The red light is on (in front of the pedestrians). They will cross
when the light turns green."

مَحْمُودٌ : السِّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ʔassayyaaraatu walʔarabaatu tamdii fii ʔariiqihaa
Mahmud: "The cars and carriages are running along."

سَالِمٌ : الطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ʔattariiqu ʔamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودٌ : انْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ʔintafaʔa nnuuru lʔahmaru waʔahara nnuuru lʔaxdaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِيُّ فِي صَفَّارَتِهِ .

wanafaxa ššurṭiyyu fi ššaffaaratihi
The policeman blew his whistle.

سَالِمٌ : الْآنَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun PaalPaana taqifu ssayyaaraatu walSarabaatu wayaḥburu ssaaḥiruuna
Salim: " Now the cars and the carriages will stop and the pedestrians will
cross. "

وَعَبَّرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَّرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waḥabarati lJamaaʿatu lmaydaana waḥabarat kaḥaalika jamaaʿaatu nnaasi
Salim's family as well as the other pedestrians crossed.

سَالِمٌ : الشَّرْطِيُّ فِي الْمَدِينَةِ كَالْخَفِيرِ فِي الْقَرْيَةِ . الشَّرْطَةُ سَاهِرُونَ عَلَى
الْأَمْنِ فِي الْمُدُنِ .

saalimun Paḥṣurtiyyu fi lmadiniati kalḥafiri fi lqaryati Paḥṣurtatu saahiruuna
Sala lPamni fi lmuduni

Salim: " The policeman in town is like the village guard (khafir) in the village.
Policemen maintain security in cities. "

مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ
فِي الْقَرْيَةِ .

mahmuuduh walḥufaraaʿu saahiruuna
Sala lPamni fi lqaryati

Mahmud: " And the khafirs maintain security
in the village. "



1. Read the following:

اقرأ الآتي :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ - يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ
النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ - النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ

The word السَّائِرُ is masculine singular and it has two plural forms:

السَّائِرُونَ - السَّائِرِينَ. These plural forms are formed from the singular by adding

either the suffix -uuna « مُونَ » or the suffix -iina « مِينَ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called 'sound masculine plurals' « جَمْعُ مُذَكَّرٍ سَالِمٌ »

السَّائِرُونَ = السَّائِرُ + وَنَ

السَّائِرِينَ = السَّائِرِ + يَنَ

2. Read the following:

اقرأ الآتي :

عَبَّرَتِ الْجَمَاعَةُ الْمِيدَانَ ، وَعَبَّرَتِ جَمَاعَاتُ النَّاسِ الْمِيدَانَ

The word جَمَاعَاتُ is the plural form of the feminine singular word جَمَاعَةٌ .

It is formed from the singular by adding the suffix -aat « آت » after dropping the feminine singular ending « ة » .

It is called 'sound feminine plural' « جَمْعُ مُؤَنَّثٍ سَالِمٌ » .

Other examples are :

السَّيَّارَةُ - السَّيَّارَاتُ

العَرَبَةُ - العَرَبَاتُ

3. Read the following:

اقْرَأِ الْآتِيَّ :

هَذَا شَارِعٌ وَاسِعٌ - شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِعٌ .
It is formed from the singular by internal change. It is called 'broken plural'
« جَمْعٌ تَكْسِيرٌ » .

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

| | |
|------------|-------------|
| شُرْطَةٌ | شُرْطِيٌّ |
| مِيَادِينٌ | مِيدَانٌ |
| خُفْرَاءُ | خَفِيرٌ |
| مُدُنٌ | مَدِينَةٌ |
| الْقُرَى | الْقَرْيَةُ |

EXERCISES

تمرینات

1. Give the singular form of each of the following words:

طَائِرَاتٌ - أَشْجَارٌ - مُدْرَسُونَ - صَيْدَلِيَّاتٌ - فَلَاحُونَ - مَعَامِلٌ - مَرِيضَاتٌ
تَلَامِيذٌ - مُسَافِرُونَ - رُقُوفٌ - عَمَالٌ - مَنَادِيلٌ - مَكْرُوهُونَ - مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

- (ا) تَطِيرُ فِي الْهَوَاءِ .
(ب) يَحْمِلُ الْمُسَافِرُونَ
(ج) الطَّعَامِ لَدِيذَةٌ .
(د) الْحَدِيقَةِ جَمِيلَةٌ .
(ه) يَعْمَلُ بِنِظَامٍ .
(و) هَذِهِ عُلْبَةٌ

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ - النَّشِيطُونَ - رِوَايَاتٌ - الْبَقَرَاتُ - ذَاهِبُونَ - مُؤَدَّبُونَ

- (ا) الْفَلَاحُونَ مَحْبُوبُونَ .
(ب) أَحْضَرَتْ الطَّعَامَ .
(ج) فِي الْحَظِيرَةِ .
(د) هُمْ إِلَى الْمَدْرَسَةِ .
(ه) الْمَسْرَحِ جَمِيلَةٌ .
(و) أَنْتُمْ ، أَنَا مَسْرُورٌ مِنْكُمْ .

الدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

Paddarsu ssaabiḥu walxamsuuna

Lesson Fifty Seven



مَبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fi kurati lqadami

A Football Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala lfariiqu lḥawwalu pila lmalḥabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي .

wabaḥda qaliilin nazala lfariiqu

After ■ while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara lfariiqani ḥawla lmalḥabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ

waṣaffaqa nnaasu liffariiqayni

The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ

waqafa kullu fariiqin fi jaanibihi

Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرْمَى أَمَامَ مَرْمَاهُ

waqafa haarisu lmarmaa pamaama marmaahu

The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهيرانِ أَمَامَ الْحَارِسِ

wawaqafa ḍḍahiiraani pamaama lhaarisi

The two backs stood in front of the goalkeeper.

وَفِي الْوَسْطِ وَقَفَ الْمُهَاجِمُونَ

wafi lwasati waqafa lmuhaajimuuna

The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ

waṣala lyamiini walyasaari waqafa ljanaahaani

The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ

wabayna liffariiqayni waqafa lhakamu

The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ

saṣfara lhakamu wabada?ati lmubaaraatu

The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهَجُومَ .

badaʔa lfariiqu lʔawwalu lhujuuma
The first team started to attack,

وَتَنَاوَلَ الْكُرَةَ بِسُرْعَةٍ .

watanaaqala lkurata bisurfatin
and passed the ball quickly.

وَأَفَلَّتِ الْمُهَاجِمُونَ مِنَ الظَّهِيرِينَ .

waʔafata lmuhaajimuuna mina ɔɔahiirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأَحْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفًا .

waʔahraza ljanaahu lʔaymanu hadafan
The right wing scored a goal. - 1.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

tahammasa lfariiqu ɔɔaani wahaajama bišiddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَحْرَزَ هَدَفًا آخَرَ .

walaakinna lfariiqua lʔawwala ʔahraza hadafan ʔaaxara
But the first team scored another goal.

وَأَنْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ššawtu lʔawwalu
The first half came to an end.

وَفِي الشَّوْطِ الثَّانِي أَحْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ššawti ɔɔaani ʔahraza lfariiqu ɔɔaanii hadafayni
In the second half the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَأَنْتَهتِ الْمُبَارَاةُ .

fataSaadala lfariiquaani wantahati lmubaaraatu
So the two teams drew and the match came to an end.

GRAMMATICAL NOTES

الملاحظات النحوية

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ - دَارَ الْفَرِيقَانِ - صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ

The word الْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word الْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word الْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « أَنْ » or the suffix *-ayni* « يَنْ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ
وَقَفَ الْجَنَاحَانِ أَحْرَزَ الْفَرِيقُ هَدَفَيْنِ

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

?alwardataani jamiilataani
The two roses are beautiful.

الْوَرْدَتَانِ جَمِيلَتَانِ

qatafat sufaadu wardatayni
Suad picked two roses.

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ

kataba nabiilun risaalatayni
Nabil wrote two letters.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ

EXERCISES

تمرینات

1. Give the dual of each of the following words, first by adding « أَنْ » and then by adding « تَيْنِ ». Follow the examples given:

| | | | | | |
|------------|-----------|------------|-----------|-------------|--------------|
| وَلَدٌ | وَلَدَانِ | وَلَدَيْنِ | عُرْفَةٌ | عُرْفَتَانِ | عُرْفَتَيْنِ |
| مُهَنْدِسٌ | | | شَجْرَةٌ | | |
| فَلَّاحٌ | | | نَافِذَةٌ | | |

2. Underline the dual in each of the following sentences:

(أ) أَكَلْتُ هِنْدٌ تُفَاحَتَيْنِ .

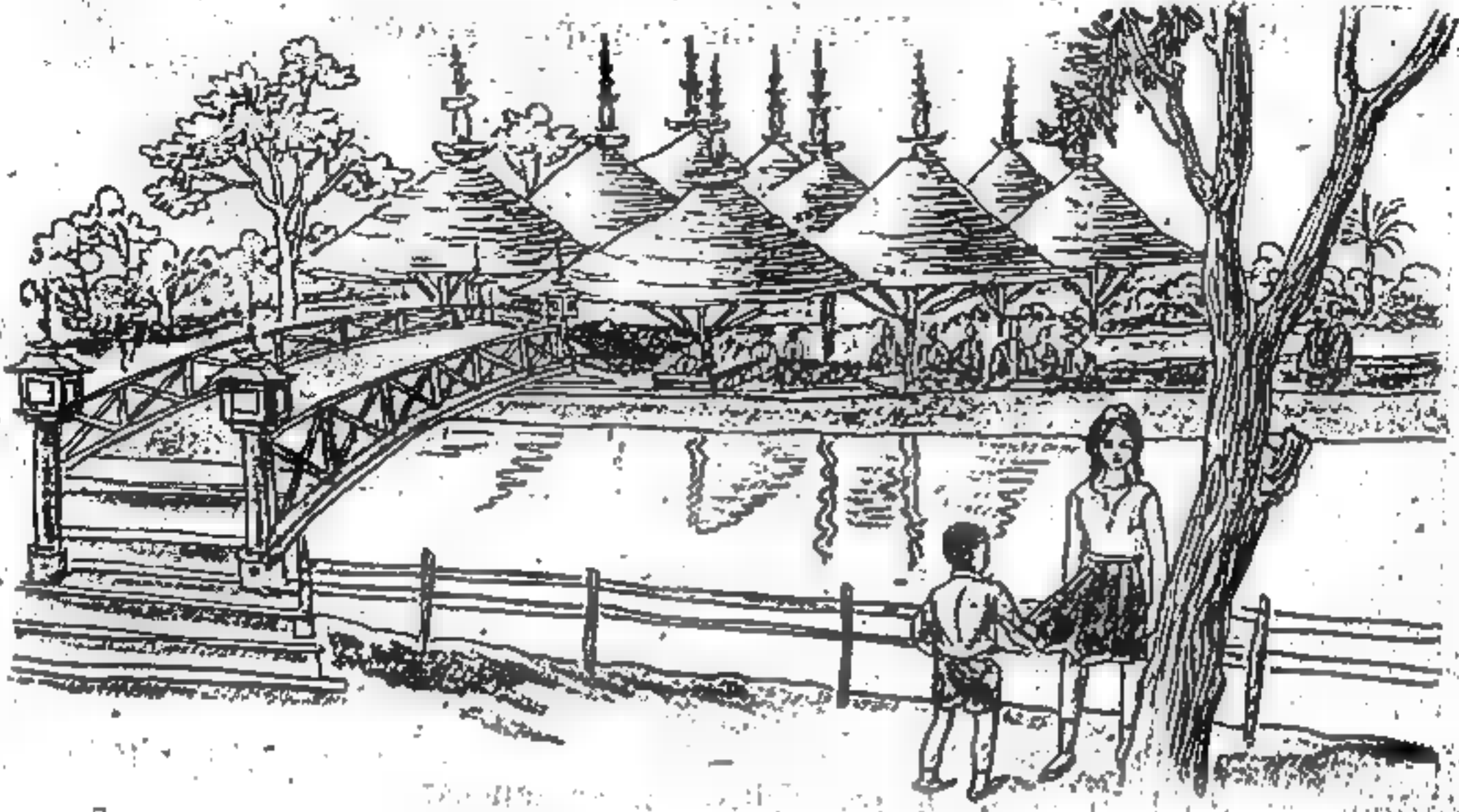
(ب) زَرَعَ الْفَلَّاحَانِ شَجْرَةَ التَّيْنِ .

(ج) نَبِيلٌ وَأَحْمَدُ تَلْمِيذَانِ مُجْتَهِدَانِ .

(د) قَرَأَ التَّلْمِيذُ الدَّرْسَيْنِ .

الدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ

Ṣaddarsu Ṣaaminu walṣamsuuna
Lesson Fifty Eight



حُلُوانٌ

hulwaanu
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلُوانَ ؟

- qaala Ṣahmadu linabiilin hal raṣayta hulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam Ṣarahaa
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

Ṣahmadu yajibu Ṣan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلُوانٌ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatun jamiilatun ṣamsuhaa muṣriqatun
Helwan is a beautiful city. It is always sunny.

وَجَوُّهَا دَافِيٌّ ، وَهَوَاؤُهَا جَافٌ

wajawwuhaa daafi?un wahawaa?uhaa jaafiun

Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِيَ يَا أَحْمَدُ ؟

nabiilun hal taðhabu ma?ii yaa ?ahmadu

Nabil: "Will you go with me. Ahmad ?"

أَحْمَدُ : نَعَمْ ، وَسَأُحْضِرُ مَعِيَ أُخْتِي سَمِيرَةَ

?ahmadu na?am wasa?uhdiru ma?ii ?uxtii samiirata

Ahmad: "Yes, and I'll bring my sister Samira along with me."

نَبِيلٌ : وَأَنَا أُحْضِرُ مَعِيَ أُخْتِي نِهَادَ

nabiilun wa?anaa ?uhdiru ma?ii ?uxtii nihaada

Nabil: "And I'll bring my sister Nihad along with me."

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ ، وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضًا

nihaadu wasamiiratu sadiiqataani wa?anaa wa?anta sadiiqaaani ?aydan

Nihad and Samira are friends, and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحْطَةِ بَابِ اللُّوقِ

?ahmadu naltaqii yawma ?jumu?ati ?inda mahattati baabi lluuqi

Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الْأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ

rakiba l?asdiqaa?u lqitaara ?ilaa hulwaana

The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafi hulwaana shaahaduu sawaari?aha lwaasi?ata

In Helwan they saw its big streets,

وَمَبَانِيهَا الْجَمِيلَةَ ، وَحَدَائِقِهَا الْمُنَسَّقَةَ

wamabaaniyaha ljamiilata wahadaa?iqaha lmunassaqata

beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عَيْنِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

wadhahabuu bilaa suyuuni lmiyaahi lma'diniyyati walmarṣadi

They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

wafinda ḍūhri qaalat nihaadu

At noon Nihad said,

تَعَبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taṣibnaa mina ssayri ṣayna nastariihu

"We are tired of walking. Where shall we rest?"

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ṣahmadu nastariihu fi lhadiiqati lyaabaaniyyati

Ahmad said, "Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٍ ، وَتَمَاثِيلُ بَدِيعَةٌ ، وَأَشْجَارٌ ظَلِيلَةٌ .

fi lhadiiqati maqa'idu muriihatun watamaa'ailu badii'satun waṣja'arun ḍalililatan

In the garden there are comfortable seats, beautiful statues and shady trees."

اسْتَرَاخَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

Pistaraahati ssadiiqataani fi ḍilli šajaratin

The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ssadiiqaani ṣalaa maqṣadayni muriihayni

The two friends (Nabil and Ahmad) sat on two comfortable seats.

وَفِي الْعَصْرِ قَالَ أَحْمَدُ :

wafi ḥasri qaala ṣahmadu

In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانٍ كَثِيرَةٌ ، وَفِيهَا عَمَالٌ مَاهِرُونَ ،

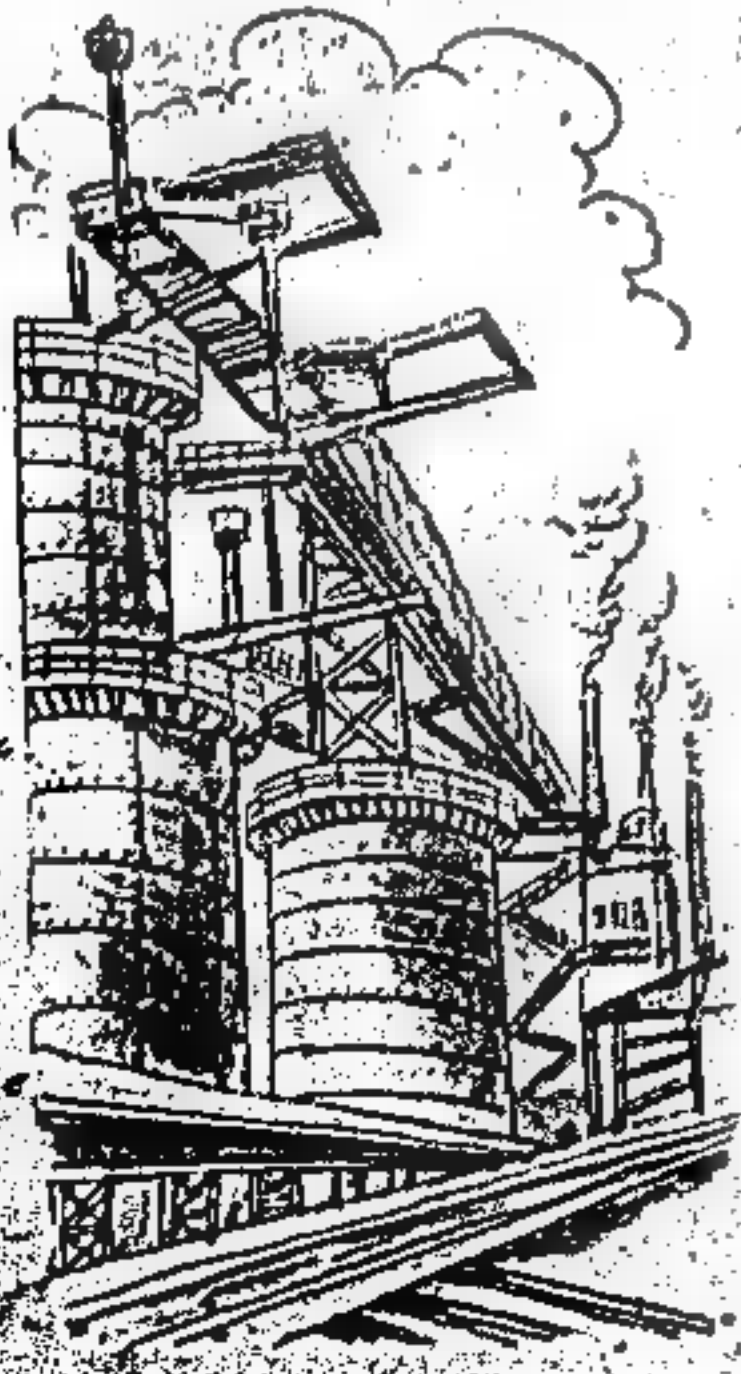
maṣaanisu hulwaana kaḥiiratun wafiihaa ṣummaalun maahiruuna

"Helwan has many factories where there are skilful workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafiihaa ṣaamilaatun naṣiitaatun

and active women workers."



سَمِيرَةٌ : هَيَّا تَشَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nušaahid masnaʿa lħadiidi wassulbi.

Samira: "Let's go and see the Iron and Steel Factory."

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lġuruubi rakibu lqitaara ʔila lqaahirati

Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

thumma rajasuu ʔilaa manaazilihim wahum yaquuluuna

They returned home saying.

حُلْوَانٌ مَشْتَى جَمِيلٌ ، حُلْوَانٌ مَدِينَةُ الْمُتَعَةِ وَالْعَمَلِ .

hulwaanu maštan jamiilun hulwaanu madiinatu lmutʿati walsamali

"Helwan is ■ beautiful winter resort; Helwan is the city of pleasure and (hard) work."

GRAMMATICAL NOTES

الملاحظات النحوية

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, ■ animal, or a thing.

Examples :

نَيْلٌ - نَهَادٌ - شَجْرَةٌ - مَرْصَدٌ - بَقْرَةٌ

b - A verb denotes ■ action at a certain time.

Examples:

شَرِبَ - يَشْرَبُ - اشْرَبْ

c - A word which is not a noun or a verb is a *particle*.

Examples:

مِنْ - إِلَى - هَلْ - فَي

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples:

رَكِبَ - رَجَعَ

b - The present (verb) denotes ■ action that takes place in the present or the future.

Examples:

يَرَكِبُ - يَرْجِعُ

c - The imperative expresses a request or an order.

Examples:

ارْكَبْ - ارْجِعْ

3. A noun is either *masculine* or *feminine*.

masculine رَجُلٌ - حَصَانٌ - طَائِرٌ - مَرْصَدٌ

feminine سَمِيرَةٌ - نَعَامَةٌ - شَجْرَةٌ - مَائِدَةٌ

Feminine nouns generally have the feminine ending «ة-ة».

Some feminine nouns however do not have the feminine ending.

Examples:

نَهَادٌ - أُذُنٌ - عَيْنٌ - قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قِطَارٌ - مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قِطَارَانِ - مَصْنَعَانِ

The dual is formed by adding « ان » or « ين » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ.

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءٌ - فَلَّاحُونَ - فَلَّاحَاتٌ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « وُنَ » or « يِنَ » to the masculine singular.

فِي المَصَانِعِ عَمَالٌ بَاهِرُونَ . رَأَيْتُ فِي المَصْنَعِ عَمَالًا بَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding « ات » to the feminine singular.

فَلَّاحَاتٌ - شَجَرَاتٌ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءٌ ← شَجَرَةٌ ← أَشْجَارٌ .

EXERCISES

تمرينات

1. Indicate the nouns, the verbs and the particles in the following sentences:

- ا - نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .
 ب - جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .
 ج - شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .
 د - عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

- ا - رَكِبَ الْأَصْدِقَاءُ إِلَى
 ب - الْأَصْدِقَاءُ إِلَى عِيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .
 ج - نِهَادٌ فِي شَجَرَةٍ .
 د - هِيَآ نَشَاهِدُ الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

- ا - حُلُوَانُ مَدِينَةٍ جَمِيلَةٍ .
 ب - شَمْسُهَا مُشْرِقَةٌ .
 ج - جَوْهَا دَافِيٌّ .
 د - هَوَاؤُهَا جَافٌ .
 ه - حُلُوَانُ مَدِينَةٍ الْمُتَعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

- ا - نِهَادٌ وَسَمِيرَةٌ صَدِيقَتَانِ .
 ب - أَنَا وَأَنْتَ صَدِيقَانِ .
 ج - جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .
 د - مَصَانِعُ حُلُوَانٍ كَثِيرَةٍ .
 ه - فِيهَا عَمَالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

الدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

ʔaddarau ttaasifu walxamsuuna

Lesson Fifty Nine



الْجَامِعَةُ

ʔaljaamiʔatu

The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ

haatimun ʔatamma ddiraasata ʔaanawiyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ

daxala haatimunu ljaamiʔata
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجِوَارِ نَبِيلٍ

haatimun yaskunu bijiwaari nabiilin
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأَخْتِهِ نِهَادَ :

nabiilun qaala liʔaxtihi nihaada
Nabil said to his sister Nihad,

حَاتِمٌ أَقْبَلَ ، سَأَدَّهَبُ إِلَيْهِ ،

haatimun ʔaqbala saʔaðhabu ʔilayhi

“Hatem has come. I’ll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fi ʔayyi jaamiʔatin daxala

and ask him which university he has joined.”

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟

nabiilun fi ʔayyi jaamiʔatin ʔanta yaa haatimu

Nabil: “In which University are you Hatem?”

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fi jaamiʔati lqaahirati

Hatem: “I am in Cairo University.”

نَبِيلٌ : فِي أَيِّ كَلِّبَةٍ دَخَلْتَ ؟

nabiilun fi ʔayyi kulliyatin daxalta

Nabil: “Which college have you joined?”

حَاتِمٌ : دَخَلْتُ كَلِّبَةَ الْهِنْدَسَةِ .

haatimun daxaltu kulliyata lhandasati

Hatem: “I have joined the College of Engineering.”

نَبِيلٌ : كَمْ كَلِّبَةٍ فِي الْجَامِعَةِ ؟

nabiilun kam kulliyatan fi ljaamiʔati

Nabil: “How many colleges are there in the University?”

حَاتِمٌ : فِي الْجَامِعَةِ كَلِّبَاتٌ كَثِيرَةٌ .

haatimun fi ljaamiʔati kulliyaatun kaʔiiratun

Hatem: “The University has many colleges.”

فِيهَا كَلِيَّةُ الطَّبِّ ، وَكَلِيَّةُ الصَّيْدَلَةِ ، وَكَلِيَّةُ الطَّبِّ البَيْطَرِيِّ .

fiihaa kulliyatu ttibbi wakulliyatu ssaydalati wakulliyatu ttibbi lbaytariyyi
There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine.

وَكَلِيَّةُ العُلُومِ ، وَكَلِيَّةُ الإِقْتِصَادِ ، وَكَلِيَّةُ التِّجَارَةِ ،

wakulliyatu lfuluumi wakulliyatu liqtisaadi wakulliyatu ttijaarati
the College of Science, the College of Economics, the College of Commerce.

وَكَلِيَّةُ الآدَابِ ، وَكَلِيَّةُ الحُقُوقِ .

wakulliyatu lpaadaabi wakulliyatu lhuquuqi
the College of Arts and the College of Law.

وَفِي كُلِّ كَلِيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafi kulli- kulliyatin paqsaamun muxtalifatun
Each college has various departments.

نَبِيلٌ : كَمْ جَامِعَةٌ فِي جُمْهُورِيَّتِنَا ؟

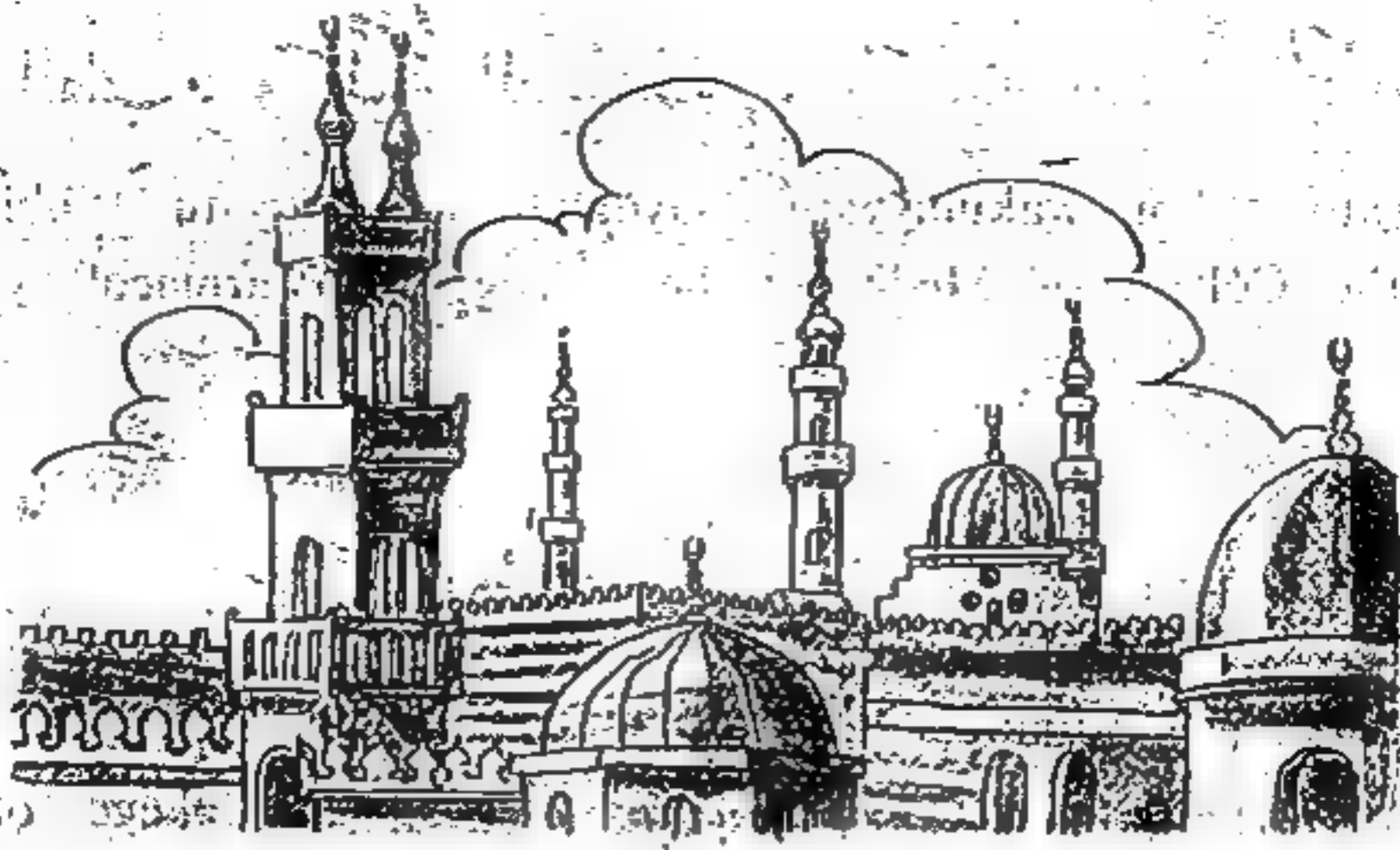
nabiilun kam jaamisatan fi jumhuuriyyatinaa
Nabil : " How many Universities are there in our Republic ? "

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fi jumhuuriyyatinaa jaamisatun kaaiiratan
Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الأَزْهَرِ ، وَجَامِعَةُ الإسْكَندَرِيَّةِ ،

fiihaa jaamisatu sayni šamsin wajaamisatu l'azhari wajaamisatu l'iskandariyyati
There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria,



وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaami'atu 'Asyoota wajaami'atu lman'suurati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaami'ati talabatun min bilaadin 'uxraa

Nabil: "Are there students from other countries in the University?"

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

haatimun na'am biljaami'ati talabatun min 'anhaa'i l'aalami

Hatem: "Yes, there are students from all parts of the world in the University."

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ

wajaami'aatunaa turahhibu bikulli taalibin

Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمٌ

nabiilun shukran laka yaa haatimu

Nabil: "Thank you, Hatem."

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا

'anta l'paaa nata'allamu wagadan takuunu muhandisan 'a'diiman

Now you are studying and in the future you will be a great engineer."

1. Read the following words:

دَرْسٌ
darsun
a lesson

قِسْمٌ
qismun
a department

كُلِّيَّةٌ
kulliyyatun
a college

جَامِعَةٌ
jaamiSatun
a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكْرَةٌ ».

2. Read the following words:

haatimun (Hatim - a person's name)

nabiilun (Nabil - « « «)

nihaadu (Nihad - « « «)

PaljaamiSatu (the university)

kulliyyatu ssaydalati (the College of Pharmacology) كَلِّيَّةُ الصِّيدَلَةِ

Panaa (I) أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرُفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

EXERCISES

تمرينات

1. Fill in the blanks with suitable nouns:

- (ا) أَقْبَلَ سَأَذْهَبُ إِلَيْهِ .
 (ب) أَنَا فِي الْقَاهِرَةِ .
 (ج) دَخَلَ حَاتِمٌ كَلِيَّةً
 (د) أَرْجُو أَنْ تَكُونَ مُهَنْدِسًا

2. Rearrange the words on each line to form a complete sentence:

- (ا) زِيَادٌ - قَالَ - لِأَخْتِهِ - تَبِيْلٌ .
 (ب) حَاتِمٌ - سَأَذْهَبُ - أَقْبَلَ - إِلَيْهِ .
 (ج) أَنَا - الْقَاهِرَةِ - جَامِعَةٍ - فِي .

3. Indicate the indefinite nouns in the following sentences:

- (ا) دَخَلَ حَاتِمٌ الْجَامِعَةَ .
 (ب) فِي كُلِّ كَلِيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .
 (ج) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

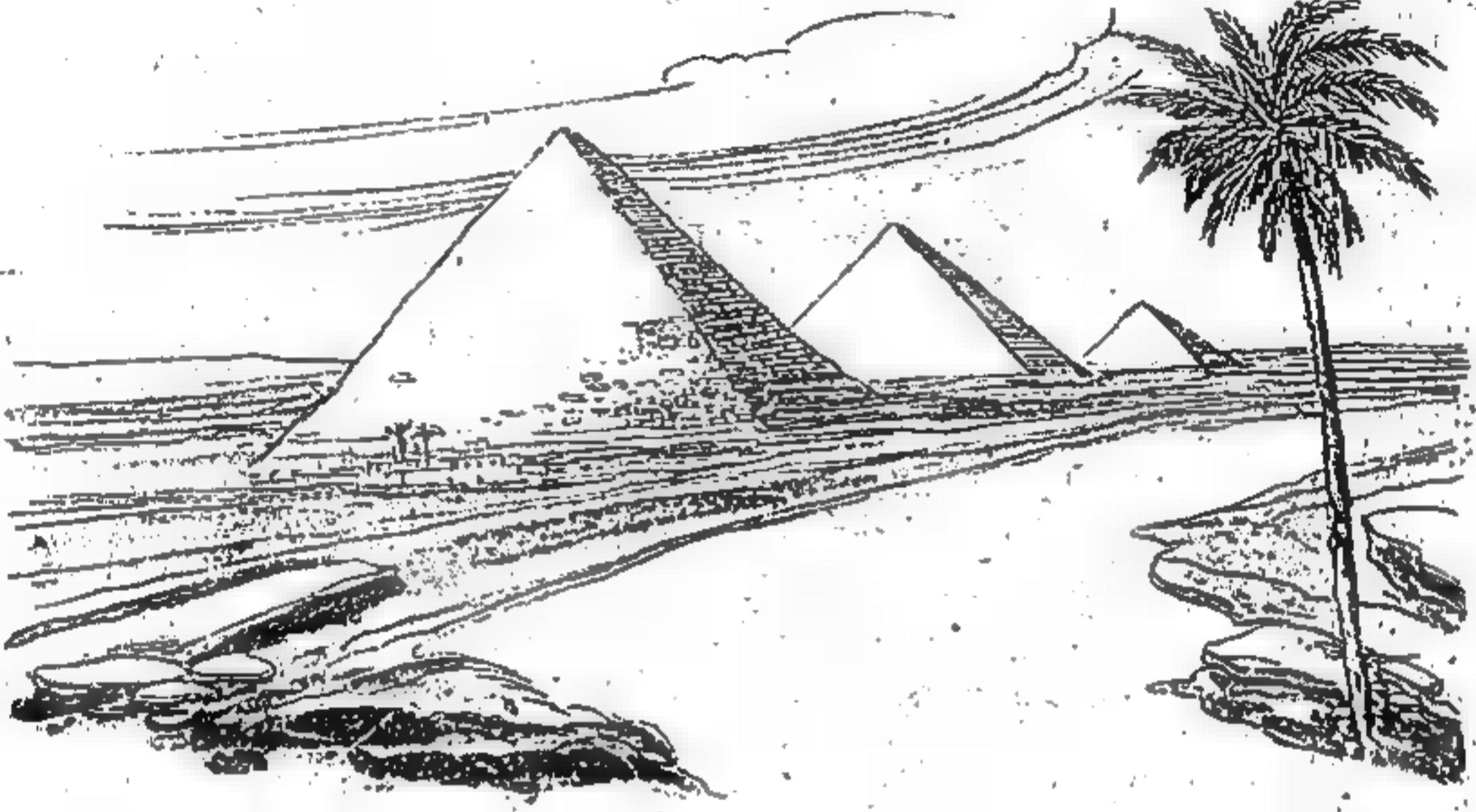
4. Indicate the definite nouns in the following sentences:

- (ا) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟
 (ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .
 (ج) دَخَلْتُ كَلِيَّةَ الْهَنْدَسَةِ .

الدَّرْسُ السُّتُونُ

Paddarsu ssittunna

Lesson Sixty



أَهْرَامُ الْجِيزَةِ

Pahraamu Ijiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

Patamma haatimun diraasatahu fi ljaamifati
Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasafaara ■ baʿeatin diraasiyyatin Pila lkaariji
And went abroad on a study mission.

فَعَرَفَ كَثِيرًا مِنَ الْأَصْدِقَاءِ .

faʿarafa kaʿiiran mina lʿasdiqaaʿi
He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʿda sawdatihi bilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانٍ .

zaarahu sadiiqun min paakistaana
a friend from Pakistan to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْأَثَارِ .

waragiba sadiiquhu fii ziyaarati baʿdi lʾaathari
He wished to visit some monuments.

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu haatimun sanara lyawma ʾahraama ljiizati
So Hatem told him, "We are going to see the Pyramids of Guiza today."

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ssadiiqaani ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa ʾsaariʿi lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʿda muddatin wasalati ssayyaaratu bila ʾahraami
After a while the car arrived at the Pyramids,

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ssadiiqu ʾaraa ʾalaaʾaata ʾahraamin
Hatem's friend said, "I see three Pyramids."

فَقَالَ حَاتِمٌ : هِيَ أَحْرَامُ الْجِيزَةِ .

faqaala haatimun hiya Pahraamu ljiizati
Hatem said, "They are the Pyramids of Guiza.

الْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

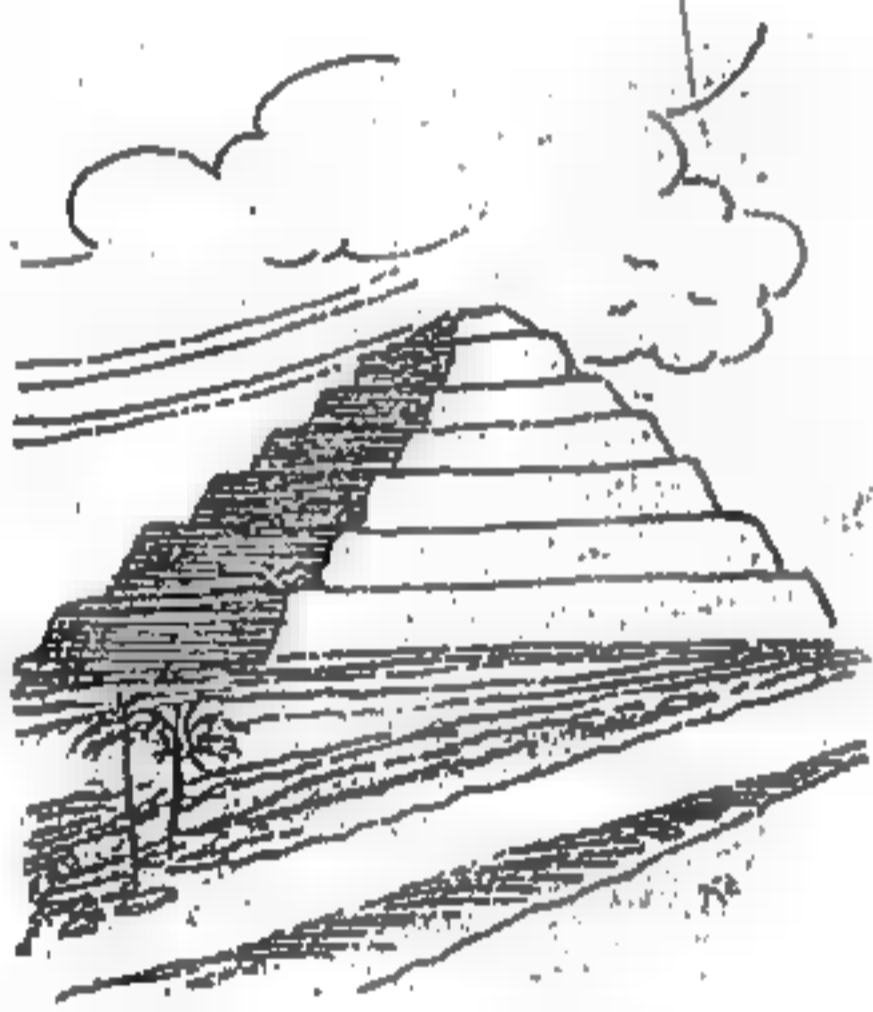
Palharamu l'akbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu l'awsatu banaahu xafra'u
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعُ .

walharamu l'asgaru banaahu manqara'u
The small Pyramid was built by Menkaure.



وَفِي سَقَّارَةَ هَرَمٌ مُدْرَجٌ بَنَاهُ زُوسَرُ .

wafi saqqaarata haramun mudarrajun banaahu
zuusaru

At Sakkara there is the Step Pyramid built by
Zoser."

مَا هَذَا الْأَسَدُ يَا حَاتِمٌ ؟

maa haaða l'asadu yaa haatimu
What's that lion, Hatem?



هَذَا تِمْثَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaðaa timoалу Pabi lhawli yaa sadiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsubu raʔsu ʔinsaaniin

It has the body of ■ lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʔu sawtahu

At night you hear it talk (hear its voice).

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التَّمثالُ ؟

ʔajiibun kayfa yatakallamu ttimeaalu

Strange ! How can ■ statue talk ?

اِنْتَظِرْ وَاسْتَرَى وَتَسْمَعُ .

ʔintaʔir wasataraa wasmaʔu

Wait and see.

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔadaaʔati lʔahraamu waʔabu lhawli

In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqassa kullu haramin taariixahu

Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqassa taariixahu

The Sphinx talked and told its history, too.

وَأَنْتَهَى عَرْضُ الصَّوْتِ وَالضُّوءِ .

wantahaa ʔardu ssawti waddawʔi

The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala ṣṣadiiqu lihaatimin
Hatem's friend said to him,

بِلَادِكُمْ جَمِيلَةٌ وَأَثَارُهَا عَظِيمَةٌ

bilaadukum jamiilatun waʔaʔaʔaruhaa ʔaḏiimatun
"Your country is beautiful and its monuments are great."

GRAMMATICAL NOTES

الملاحظات النحوية

| | | | | |
|----|--------------------------------|--------------------------|--------------------------|---------------------|
| 1. | مَنْقَرَعٌ manqaraʿu | خَفْرَعٌ xafraʿu | خَوْفُو xuufuu | حَاتِمٌ haatimun |
| | أَبُو الْهَوْلِ ʔabu lhawli | سَقَّارَةٌ saqqaaratu | الْجِيزَةُ ʔaljiizatu | زُوسَرٌ zuusaru |

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun*.

| | | | | |
|----|------------------------------------|---|--|--|
| 2. | أَسَدٌ ʔasadun a lion | سَيَّارَةٌ sayyaaratun a car | صَدِيقٌ ʔadiiqun a friend | جَامِعَةٌ jaamiʔatun a university |
| | الْأَسَدُ ʔalʔasadu the lion | السَّيَّارَةُ ʔassayyaaratu the car | الصَّدِيقُ ʔassadiiqu the friend | الْجَامِعَةُ ʔaljaamiʔatu the University |

Each noun on the first line is indefinite. But with the definite article ʔal « ال » attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal « ال ».

EXERCISES

تمرينات

1. Fill in the blanks with suitable proper nouns:

- ا - أتم دراسته في الجامعة .
 ب - الهرم الأكبر بناه
 ج - الهرم الأوسط بناه
 د - جسمه جسم أسد ، ورأسه رأس إنسان .
 ه - الأهرام الثلاثة في

2. Fill in the blanks with nouns defined by « ال » :

- (١) عرف حاتم كثيراً من
 (٢) ما هذا يا حاتم ؟
 (٣) الأكبر بناه خوفاً .

3. Prefix « ال » to each of the following words. Then use each new word in

■ complete sentence:

شجرة - مكتبة - مدرس - جامع - فلاح

الدَّرْسُ الْوَحِيدُ وَالسُّتُونَ

Paddarsu Ihaadii wassittuuna

Lesson Sixty One



الْعَمَلُ

PaSamalu
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala ifallaahu libnibi
The farmer said to his son,

Panaa PaSamalu fi Ihaqli
"I work in the field,

wa?anta tata?allamu fi Imadrasati
and you learn at school.

nahnu na?malu wanata?allamu
We work and learn."

وَأَنْتَ تَتَعَلَّمُ فِي الْمَدْرَسَةِ .

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu li'uxtihaa
The girl said 'to her sister,



أَنَا عَامِلَةٌ فِي الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ
فِي الْمُسْتَشْفَى .

ʔanaa ʕaamilatun fi lmasnaʕi waʔanti
tabiibatun fi lmustašfaa

"I am a worker at the factory and you are
a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

nahnu naʕmalu wanaxdumu watananaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi
The boy said to his parents,



أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma lʔaana tastariihaani
"You (two) are resting now,

وَأَنَا وَإِخْوَتِي نَخْدُمُكُمْ .

waʔanaa waʔixwatii naxdumukumaa
I and my brothers look after you."

نَجْنُ نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

nahnū naʿmalu min ʔajli ʔusratinaa wawataninaa

"We work for our family and country."



قَالَ النَّاقِدُ لِلْمُمَثِّلِينَ :

qaala nnaaqidu lil-mumathiliina

The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

ʔantum tastaḥiqquuna ttahniiʔata

"You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَدَلَ جُهِدَهُ .

kullu waahidin minkum baḏala juhduhu

Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaahin

and played his part successfully."

ثُمَّ انْتَفَتَ إِلَى الْمُمَثِّلَاتِ وَقَالَ :

thumma itafata ʔila lmumathilaati waqaala

Then he turned to the actresses, and said,

أَنْتُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ .

ʔantunna jadiiraatun bittashsiqi

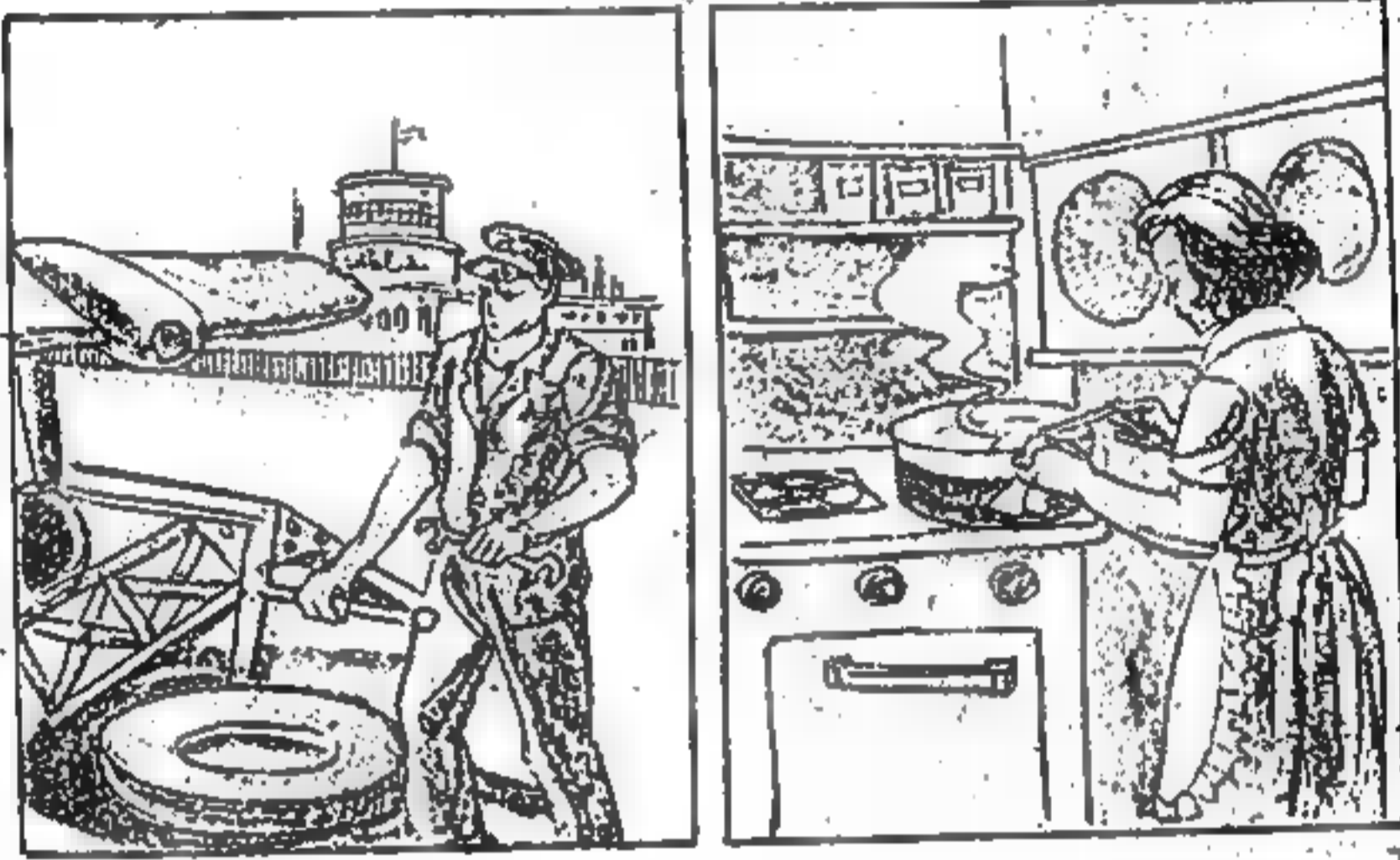
"And you are worthy of applause."

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبِرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمُ يُسْتَحِقُّونَ التَّهْنِئَةَ .

qaala lmuḫriju naʕam hunna jadiiraatun bittaṣfiiqi wahum yastahiqquuna ttahniiʔata
The director said, "Yes, they (the actresses) are worthy of applause, and they (the actors) deserve to be congratulated."



الزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

ʔazzawjatu taʕmalu fi lbayti
The housewife works at home.

هِيَ تَغْسِلُ وَتَكْنِسُ وَتَطْبُخُ وَتُرَبِّي الْأَوْلَادَ .

hiya tagsilu wataknisu watatbuxu waturabbi lʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَظَارِ : وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʕmalu fi lmataari wahuwa yaʕmalu tuula nnahaari.
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lbayti
In the evening he returns home.

وَبَعْدَ الْعِشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادِيُو .

wabaʿda ʿiṣāʾaʿi yajlisu l-waalidaani hawla rraadyoo

After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .

humaa yuhibbaani lʾagaaniya walʾahaadiiḥa.

They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaḏhabu lʾawlaadu ʾilaa hujratihim

The children go to their room.

هُمْ يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .

hum yuhibbuuna ʾlaṣiba billuṣabi

They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaḏihi ʾusratun saʿiidatun

This is a happy family.

1. Personal pronouns are of two kinds: *separate* and *suffixed*.
2. Following is a table containing the separate pronouns in Arabic.

| الغائب Third Person | المخاطب Second Person | المتكلم First Person | |
|---|---|---|--------------------|
| المذكر - المؤنث feminine - masculine | المذكر - المؤنث feminine - masculine | المذكر - المؤنث feminine - masculine | |
| هي she | هو he | أنا I | المفرد Singular |
| هما they | أنتم you | نحن we | المثنى Dual |
| هن they | أنتم you | نحن we | الجمع Plural |

3. Note that the first person personal pronouns « أنا - نحن » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أنتم - هما » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES

تمرينات

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

- ا - أَنَا مُهَنْدِسٌ .
 ب - هُمْ اسْتَمَعُوا إِلَى الرَّادِيُو .
 ج - نَحْنُ طُلَّابٌ فِي كَلِيَّةِ الطَّبِّ .
 د - أَنْتِ عَامِلَةٌ مَاهِرَةٌ .
 ه - أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أَنْتُنَّ - نَحْنُ - هُمَا - أَنْتُمَا - هُمْ)

- ا - يُحِبُّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .
 ب - يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .
 ج - نَعْمَلُ وَنَعْمَلُ وَنَعْمَلُ وَنَعْمَلُ .
 د - قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : جَدِيرَاتٌ بِالتَّصْفِيْقِ .
 ه - قَالَ الْوَلَدُ لِوَالِدَيْهِ : الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

- ا - زَوْجَانِ سَعِيدَانِ .
 ب - نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطْنِنَا .
 ج - تَعْمَلِينَ فِي الْمُسْتَشْفَى .
 د - يَجْلِسَانِ حَوْلَ الرَّادِيُو .
 ه - يَعْمَلُ فِي الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتَ مُمَثِّلٌ مَاهِرٌ

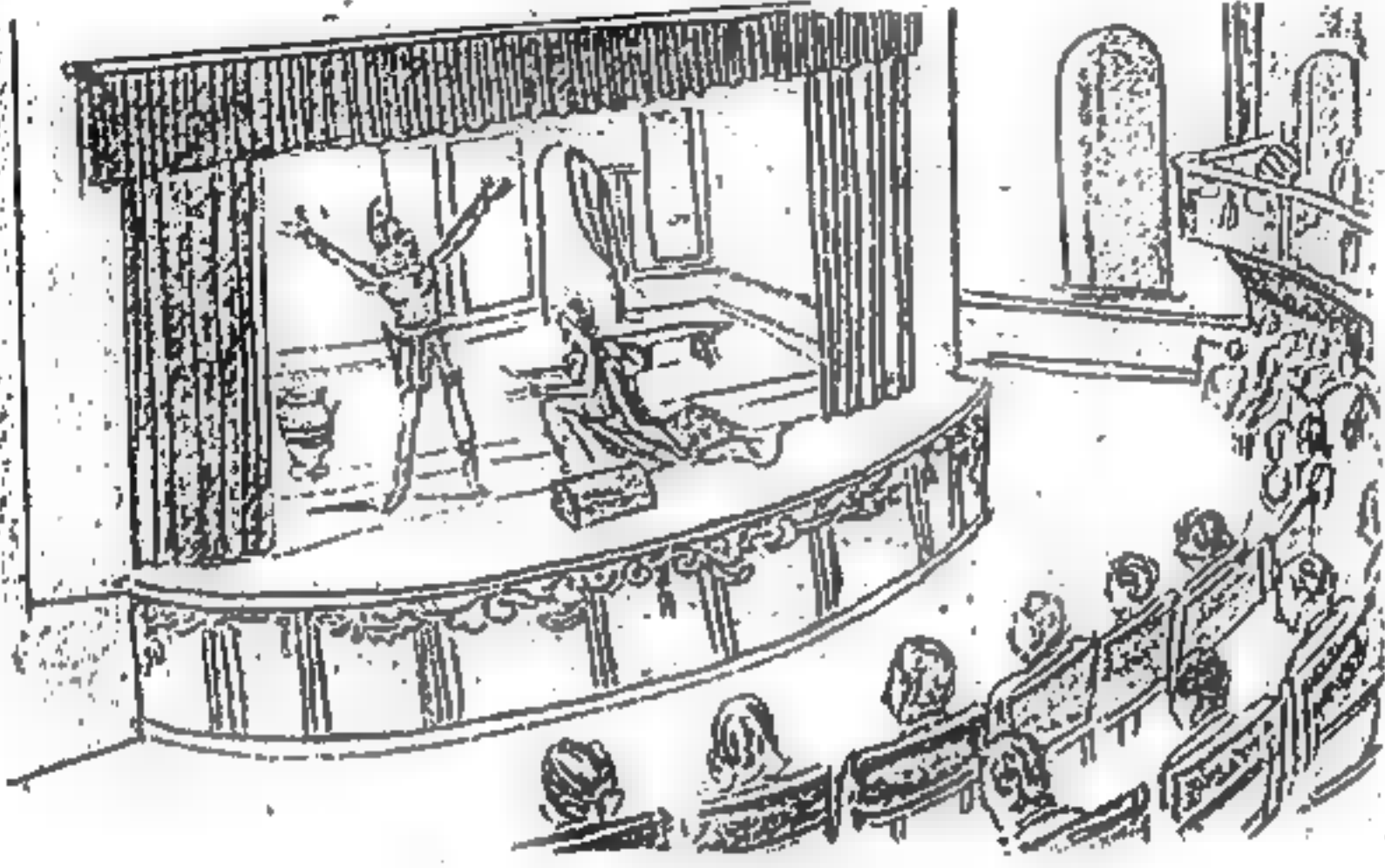
5. Rewrite the following sentence replacing the pronoun «هُوَ» by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ

الدَّرْسُ الثَّانِي وَالسُّتُونَ

ḥaddarsu ḥaani wassittuuna

Lesson Sixty Two



فِي الْمَسْرَحِ

fi Ḥmasrahi

At the Theatre.

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

ḍaxala saalimun wanabiilunu Ḥmasraha
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasa fi maqsadayni mutajaawirayni
and sat next to each other.

وَأَمْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaḥati Ḥmaqaasidu bilmutafarrijina
The seats were occupied by the spectators.

قَرَأَ نَبِيلٌ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ .

qaraʔa nabiiḷunu lbarnaamaja llaḏii fi yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرِّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

waʕarafa sma rriwaayati llatii sayuʕaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ ،

waʕarafa lmumaʕeila llaḏii yaquumu bidawri lbatali
He knew the actor who was going to play the part of the hero,

وَالْمُمَثِّلَةَ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

walmumaʕeilata llatii taquumu bidawri lbatalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa lmumaʕeiliina llaḏiina yaquumuuna biʔadwaari rrijaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ اللَّاتِي يَقُومْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaʕeilaati llaatii yaqumna biʔadwaari nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

wabaʕda qaliilin intafaʔati lpanwaaru llatii fi lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa ttameiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتِ الْمَسْرُوحِيَّةُ .

wabaʕda ʕalaaʕi saaʕatin intahati lmasrahiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ

waxaraja saalimun wanabiilun mina lmasrahi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaḏaa ʔaʕjabaka fi lmasrahiyyati
“What did you like in the play?”

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

أَعْجَبَتْنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni lmuḥallatani llatani ḏaharataa fi lfasli lʔawwali
“I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuganniyaani llaḏaani kaanaa fi lfasli lʔaxiiri
and the two singers who took part in the last act.”

1. Pallaḏii

الَّذِي

Pallatii

الَّتِي

Pallaḏāaṇi

الَّذَانِ

Pallataani

اللَّتَانِ

Pallaḏiina

الَّذِينَ

Pallaatii

اللَّاتِي

The words listed above are the *relative pronouns* in Arabic.

2. Pallaḏii الَّذِي is the relative pronoun for the masculine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ

الَّذِي is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ

الَّذِي is related to البرنامج (a thing):

3. Pallatii الَّتِي is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَةَ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ

الَّتِي is related to الممثلة (a human being).

b. - Denoting a non-human (thing):

عَرَفَ اسْمَ الرِّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

is related to الرواية (a thing).

4. a - Pallaḏaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُغْنِيَانِ اللَّذَانِ كَانَا فِي الْفَضْلِ الْأَخِيرِ .

is related to المغنيان (human dual).

أَعْجَبَنِي الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا .

is related to الكتابان (non-human dual).

b - Pallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَضْلِ الْأَوَّلِ .

is related to الممثلتان (human dual).

أَعْجَبَنِي الْمَسْرُحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

is related to المسرحيتان (non-human dual).

5. Pallaḏiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُثْمَلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ .

6. Pallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُثْمَلَاتِ اللَّاتِي يَقُومْنَ بِأَدْوَارِ النِّسَاءِ .

7. Pallatii الَّتِي is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ

| الجمع Plural | | المثنى Dual | | المفرد Singular | |
|-----------------------|---------------|--|-----------|--|---------------------|
| غير عاقل Non-human | عاقل Human | عاقل وغير عاقل Human & Non-human | | عاقل وغير عاقل Human & Non-human | النوع Gender |
| الَّتِي | الَّذِينَ | الَّذِينَ | الَّذَانِ | الَّذِي | المذكر Masculine |
| الَّتِي | الَّتِي | الَّتَيْنِ | الَّتَانِ | الَّتِي | المؤنث Feminine |

EXERCISES

تمرينات

1. Fill in the blanks with suitable relative pronouns:

- (ا) الرّوايةُ شاهدَها سَالمٌ ونَبيلٌ جَميلةٌ .
 (ب) أعجَبَنِي المُمثِّلُ قامَ بِدَوْرِ البَطْلِ .
 (ج) ضَحَكَ المُتَفَرِّجُونَ شاهدُوا الرّوايةَ .
 (د) أعجَبَتْنِي المُمثِّلةُ قامتَ بِدَوْرِ البَطْلةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

- (ا) الحَقِيبَةُ يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (اللذان . التي . اللذين)
 (ب) الخُبْزُ يُصْنَعُ مِنَ القَمَحِ لَدِيدٌ . (اللاتي . اللتان . الذي)
 (ج) الفَلَّاحَاتُ يَحْلِبْنَ البَقَرَةَ نَشِيطَاتٌ . (اللتان . اللاتي . التي)
 (د) الطَّائِرَةُ تَطِيرُ فِي الهَوَاءِ سَرِيعَةً . (التي . الذي . اللذين)
 (هـ) التَّلْمِيزَانِ ذَاكَرَا دُرُوسَهُمَا نَاجِحَانِ . (اللتان . اللذان)

3. المُمثِّلةُ الَّتِي عَلَى المَسْرَحِ بَطْلةٌ .

a - Replace the noun المُمثِّلةُ by its dual form and make other necessary changes.

b - Replace the noun المُمثِّلةُ by its plural form and make other necessary changes.

4.

أَفْلَاحُ الَّذِي فِي الْحَقْلِ مُجْتَهِدٌ

a - Replace the noun **الفلاح** by its dual form and make other necessary changes.

b - Replace the noun **الفلاح** by its plural form and make other necessary changes.

الدَّرْسُ الثَّالِثُ وَالسُّتُونَ

Paddarsu 00aali0u wassittuuna

Lesson Sixty Three



مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabilin w majallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِي مَجَلَّتَهُ كُلَّ أُسْبُوعٍ

nabilun yaštarii majallatahu kulla ʔusbuuʔin
Nabil buys his magazine every week.

وَنِهَادٌ تَشْتَرِي مَجَلَّتَهَا كُلَّ أُسْبُوعٍ

wanihaadu taštarii majallatahaa kulla ʔusbuuʔin
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ

qaala nabilun liwaalidihi
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي

haadaa huwa lʔadadu ljadiidu min majallatii
"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لَوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaḏihi majallatii piṣtaraytuhaa haaḏa ṣṣabaaha
"This is my magazine. I bought it this morning."

سَأَلَ سَالِمٌ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَعْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʔjabaka ṣṣadadu ljadiidu
"Did you like the new issue?"

أَجَابَ نَبِيلٌ :

Pajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʔam yaa ʔabii ʔafaddiluhu ʔalaa ṣṣadadi lʔusbuuʔi lmaadii
"Yes, father. I prefer it to last week's issue."



هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaḏa ṣṣadadu xayrun min ḏaalika ṣṣadadi
"This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِيَ لَطِيفَةٌ أَيْضًا هَذَا الْأُسْبُوعَ .

kaanat majallatii latiifatan daalika l'usbuufa wahiya latiifaton paydan
haaḏa l'usbuufa

“Last week's magazine was nice. This week's magazine is nice, too.”

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya latiifaton tilka lmarrata wahaaḏihi lmarrata

It was nice that time and it is nice this time.”

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكَ هَذَا الْأُسْبُوعَ ؟

man ʔabʔaalu majallatiki haaḏa l'usbuufa

“What heroes (characters) are in this week's magazine ?”

فَتَحَتْ نِيهَاذُ مَجَلَّتَهَا وَقَالَتْ :

fatahat nihaadu majallatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطْلٌ ، وَهَذَا بَطْلٌ ، وَهَذِهِ بَطْلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي .

haaḏaa ʔatalun wahaaḏaa ʔatalun wahaaḏihi ʔatalatun haaʔulaaʔi ʔabʔaalu

majallatii

“This is ■ hero and this ■ hero and this is a heroine. These are the heroes of my magazine.”

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasaaʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِي مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qissatan fi majallatika haaḏihi lmarrata

“How many stories are there in your magazine this time-?”

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ؛ هَذِهِ قِصَصٌ ثَلَاثٌ

haadihi qissatun wahaaḍihi qissatun wahaaḍihi qissatun haaḍihi qisasun ealaaʿun
"This is a story and this a story and this is a story. These are three stories."

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal faʿjabatka haaḍihi lqisasu yaa nabiilu
"Did you like these stories, Nabil ?"

أَجَابَ نَبِيلٌ :

pajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهَا عَلَيَّ قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʿam yaa pabii fafaddiluhaa salaa qisasi lpusbuusi lmaadii
"Yes, father. I prefer them to last week's (stories)."

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haadihi lqisasu khayrun min tilka lqisasi
"These stories are better than those (last week's)."

هَؤُلَاءِ الْأَنْطَالُ أَكْبَرُ مِنْ أَوْلِيَّكَ الْأَنْطَالِ .

haaʿulaaʿi lʿabtaalu faʿdamu min ʿulaaʿika lʿabtaali
"These heroes are greater than those (last week's) heroes."

GRAMMATICAL NOTES

الملاحظات النحوية

1. haaḏaa هذا , haaḏihi هذه , haaʔulaaʔi هؤلاء are demonstrative pronouns denoting what is near the speaker.

(a) هذا بطلٌ . هذا هو العدد الجديد .
هذه بطلةٌ . هذه مجلتي .

haaḏaa هذا denotes the masculine singular, human (بطل) or non-human (العدد).

haaḏihi هذه denotes the feminine singular, human (بطلة) or non-human

(مجلتي).

(b) هؤلاء أبطالٌ مجلتي . هؤلاء بطلاتٌ مجلتي .

haaʔulaaʔi هؤلاء denotes human plurals, either masculine (أبطال)

or feminine (بطلات).

(c) هذه أعدادٌ المجلة . هذه قصصٌ ثلاثٌ .

haaḏihi هذه denotes non-human plurals, either masculine (أعداد) or

feminine (قصص).

2. ḏaalika ذلك , tilka تلك , ʔulaaʔika أولئك demonstrative pronouns denoting what is distant from the speaker.

(a) ذلك بطلٌ . هذا العدد خيرٌ من ذلك العدد .
تلك بطلةٌ . كانت المجلة لطيفةً تلك المرة .

ḏaalika ذلك denotes the masculine singular, either human (بطل) or non-

human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بِطْلَة) or non-human (الْمَرْءَة).

(b) هُوَلاءِ الْأَبْطَالِ أَكْثَرُ مِنْ أَوْلِيَّكَ الْأَبْطَالِ
هُوَلاءِ الْبَطَلَاتِ أَكْثَرُ مِنْ أَوْلِيَّكَ الْبَطَلَاتِ

Pulaa?ika أَوْلِيَّكَ denotes human plurals, either masculine (الْأَبْطَالِ) or feminine (الْبَطَلَاتِ).

(c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ

tilka تِلْكَ denotes non-human plurals, either masculine (الْأَعْدَادِ) or feminine (الْقِصَصِ).

| | | |
|----------------------|--------------------|--|
| للبعيد distant | للقریب near | |
| ذَلِكَ that | هَذَا this | المفرد المذكر masculine singular |
| تِلْكَ that | هَذِهِ this | المفردة المؤنثة feminine singular |
| أَوْلِيَّكَ those | هَؤُلَاءِ these | الجمع العاقل plural (human) |
| تِلْكَ those | هَذِهِ these | الجمع غير العاقل plural (non-human) |

EXERCISES

تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

(أ) هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

(ب) مَجَلَّتِي اشْتَرَيْتُهَا الصَّبَاحَ .

(ج) هَذَا الْعَدَدُ خَيْرٌ مِنْ الْعَدَدِ .

(د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ الْقِصَصِ .

(هـ) أَبْطَالُ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

(أ) الْغُرَابُ يَشْرَبُ مِنْ الْقَنَاةِ .

(ب) غُرَابٌ ، وَ حَمَامَةٌ .

(ج) بَطَّةٌ ، وَ وَزَةٌ .

(د) أَعْمَدَةُ التَّلِيفُونَ وَالتَّلِغْرَافِ .

(هـ) الْبَيْتُ صَحِيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

(أ) الْقَصْرُ جَمِيلٌ .

(ب) أَغْلِقُوا النَّوَافِذَ عِنْدَ النَّوْمِ .

(ج) السُّورُ مُرْتَفِعٌ .

(د) نَافُورَةٌ جَدِيدَةٌ .

(هـ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « أَوْلَيْكَ » or « تِلْكَ » or « ذَلِكَ » :

- ا - تَقِفُ الطَّائِرَةُ فِي الْمَطَارِ .
 ب - الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .
 ج - الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » by « هَؤُلَاءِ » and make other necessary changes:

- ا - يَسْتَرِيحُ هَذَا الْعَامِلُ .
 ب - يَلُوجُ هَذَا الصَّدِيقُ بِمَنْدِيلِهِ .
 ج - يُمَثِّلُ هَذَا التَّلْمِيذُ عَلَى الْمَسْرَحِ .

الدَّرْسُ الرَّابِعُ وَالسُّتُونَ

Ḥaddarsu rraabiḥu wassittuuna

Lesson Sixty Four



جَمْعُ الطَّوَابِعِ

jamḥu ṭṭawaabiḥi

Collecting Stamps

نَبِيلٌ وَنِهَادٌ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamḥa ṭṭawaabiḥi .

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادٍ .

haaḥiḥi majmuuḥatu nabiilin wahaaḥiḥi majmuuḥatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنَ طَوَابِعِ الْبَرِيدِ .

haataani majmuuḥataani min ṭṭawaabiḥi lbariidi

These two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادٍ :

fataḥa nabiilun majmuuḥatahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ،

haaḏihi ṣṣafhatu liṭawaabiṣi lʔurdunni
"This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ

wahaaḏihi ṣṣafhatu liṭawaabiṣi lʔiraaqi
and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ

haataani ṣṣafhataani liṭawaabiṣi lʔurdunni walʔiraaqi
These two pages are for Jordanian and Iraqi stamps.

أُنظِرِي إِنِّي هَذَا الطَّابِعِ وَإِلَى هَذَا الطَّابِعِ .

ʔunḏurii ʔilaa haaḏa ṭṭaabaṣi waʔilaa haaḏa ṭṭaabaṣi
Look at this stamp and at this stamp.

هَذَانِ طَابِعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaḏaani ṭaabaṣaani naadiraani ʔarsalahumaa ṣadiiqaani min
haaḏayni lbaladayni lʔarabiyyayni

They are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرِّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

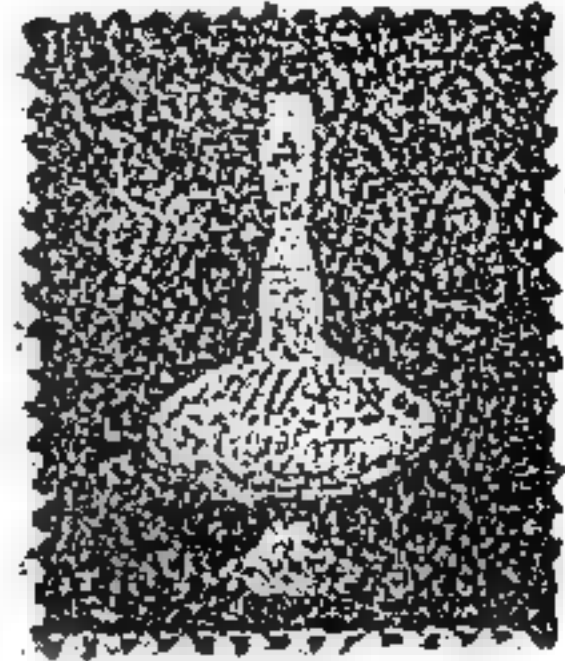
ʔanaa ʔatabaadalu rrasaaʔila maʔa haaḏayni ṣṣadiiqayni
I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مِنْذُ زَمَنِ طَوِيلٍ .

ʔaktubu ʔilayhima wayaktubaani ʔilayya minḏu zamanin ṭawiilin
We have been corresponding with each other for a long time.

أَرْسَلُ إِلَيْهِمَا طَوَابِعَ الْجُمْهُورِيَّةِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ وَيُرْسِلَانِ إِلَيَّ
طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

ʔursilu ʔilayhima ṭawaabiṣa lʔumhuuriyyati lʔarabiyyati lmuttahidati wayursilaani
ʔilayya ṭawaabiṣa lʔiraaqi walʔurdunni
I send them United Arab Republic stamps and they send me Jordanian and
Iraqi stamps."



قَالَتْ نِهَادُ :

qaalat nihaadu

Nihad said,

وَأَنَا أَتَبَادَلُ الرِّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِي الْحَبَشَةِ وَصَدِيقَةٍ فِي
السُّودَانَ .

waʾanaa ʔatabaadalū rrasaaʔila wattawaabiṣa maʿa ṣadiiqatin fi lhabaṣati
wasadiiqatin fi ssuudaani

"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl) friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مِنْذُ زَمَنِ قَصِيرٍ .

ʔaʿrifu haatayni ṣṣadiiqatayni munḏu zamanin qaṣiirin

I have known these two friends for a short time.

فِي مَجْمُوعَتِي طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيقِيَيْنِ .

fi majmuuʕatii ṭawaabiṣu min haadayni lbaladayni lʔifriiqiyyayni

In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat

Nihad opened her stamp collection (stamps album) and said,

انظر إلى هذا الطابع السوداني ، وإلى هذا الطابع الحبشي .

Punḏur ʔilaa haaḏa ttaabaʔi ssuudaaniyyi waʔilaa haaḏa ttaabaʔi lhabaʔiyyi .
“ Look at, at this Sudanese stamp and at this Ethiopian stamp.

هذان الطابعان أحدث الطوابع في مجموعتي .

haaḏaani ttaabaʔaani ʔahdaʔu ttawaabiʔi fi majmuuʔatii
These two stamps are the latest in my collection.”

الملاحظات النحوية

GRAMMATICAL NOTES

1. هَذَا طَابِعٌ وَهَذَا طَابِعٌ . هَذَانِ طَابِعَانِ .
 أَنْظُرْ إِلَى هَذَا الطَّابِعِ . وَأَيُّ هَذَا الطَّابِعِ . أَنْظُرْ إِلَى هَذَيْنِ الطَّابِعَيْنِ .

هَذَا and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَا or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةٌ نَبِيْلٌ . وَهَذِهِ مَجْمُوعَةٌ نِهَادٌ . هَاتَانِ مَجْمُوعَتَانِ .
 أَكْتُبُ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبُ إِلَى
 هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES

مربيات

1. Fill in the blanks with suitable demonstrative pronouns:

- ا - هَذِهِ مَجْمُوعَةٌ نَبِيلٌ ، وَ مَجْمُوعَةٌ نِهَادٌ .
 ب - الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .
 ج - الطَّابِعَانِ أَحَدَتْهُ الطَّوَابِعُ فِي مَجْمُوعَتِي .
 د - الطَّابِعَانِ نَادِرَانِ .
 ه - أَعْرِفُ الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

- ا - الزَّهْرَيَّتَانِ مِنَ الزُّجَاجِ .
 ب - الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ .
 ج - الْقَنَاَتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .
 د - صُورَتَانِ مُلَوَّنَتَانِ .
 ه - قَلَمَانِ رَخِيصَانِ .
 و - جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .
 ز - الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هَذَيْنِ » or « هَاتَيْنِ » :

- ا - هِنْدٌ تَضَعُ الْخُضْرَ فِي السَّلَّتَيْنِ .
 ب - يَحْمِلُ الْمُسَافِرَانِ الْحَقِيْبَتَيْنِ .
 ج - فِي الصُّنْدُوقَيْنِ أُرْزُ وَسُكَّرٌ .
 د - قَطَفْتُ وَدَادُ الْوَرْدَتَيْنِ .

- هـ - نَبِيلٌ يَضَعُ الطَّابِعِينَ فِي مَجْمُوعَتِهِ .
و - يَقْرَأُ التَّلْمِيزَانَ فِي الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

- ا - هَذَا حَيَوَانٌ مُفْتَرَسٌ .
ب - هَذَا فَلَاحٌ كَسْلَانٌ .
ج - هَذَا الطَّبَقُ لَذِيذٌ .
د - هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هَذِهِ » by « هَاتَانِ » and change the rest of each sentence accordingly:

- ا - هَذِهِ رِوَايَةٌ جَمِيلَةٌ .
ب - هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .
ج - هَذِهِ الشَّجَرَةُ عَالِيَةٌ .
د - هَذِهِ سَلَةٌ لِلْمُهْمَلَاتِ .

الدَّرْسُ الْخَامِسُ وَالسُّتُونَ

Paddarsu Ixaamisu wassittuuna
Lesson Sixty Five



مُجَلِّدُ الْكُتُبِ mujallidu l-kutubi The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادٍ .

haaḏihi majallatu nabiilin watilka majallatu nihaada
This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraḥa nabiilun majallatahu wawadaḥahaa ḥalaa maktabihi
Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادٌ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraḥat nihaadu majallatahaa wawadaḥahaa ḥalaa maktabihaa
Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادٍ .

haaḏaa maktabu nabiilin waḏaalika maktabu nihaada
This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala l-waalidu linabiilin
Nabil's father said to him,

يَا نَبِيلُ ، اجْمَعِ أَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu ?ijma?i ?a?daada majallatika fii mujalladaatin

"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادٍ :

waqaala linihaada

And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اجْمَعِي أَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

wa?anti yaa nihaadu ?ijma?ii ?a?daada majallatiki fii mujalladaatin

"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادٍ :

qaala lwaalidu linabiilin wanihaada

He said to Nabil and Nihad,

اجْمَعَا أَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

?ijma?aa ?a?daada ssanati lwaabidati fii mujalladin waahidin

"Put the issues of each year together in one volume."

قَالَ نَبِيلٌ :

qaala nabiilun

Nabil said,

فَكَّرْتُ فِي هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fii haa?aa min qablu sa?a?habu ?ila lmujaallidi gadan

"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

sa?alat nihaadu

Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

Payna dukkaanu haa?a lmujaallidi yaa nabiilu

"Where is this bookbinder's shop, Nabil?"

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ
الأَصْدِقَاءِ .

Pajaaba nabiilun dukkaanuhu fii šaarifin qariibin ōahabtu ũilayhi marratan maša
ũahadi ũašdiqaaũi

Nabil answered, "It's in a nearby street. I have been there once with one of
my friends."

قَالَتْ نِهَادٌ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saũaũhabu ũilayhi mašaaka
Nihad said, "I'll go to it with you."

وَفِي صَبَاحِ الْغَدِ جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafi šabaahi ũgadi jamaša nabiilun wanihaadu ũašdaada šsanati ũmaadiyati

Next morning Nabil and Nihad collected last year's issues,

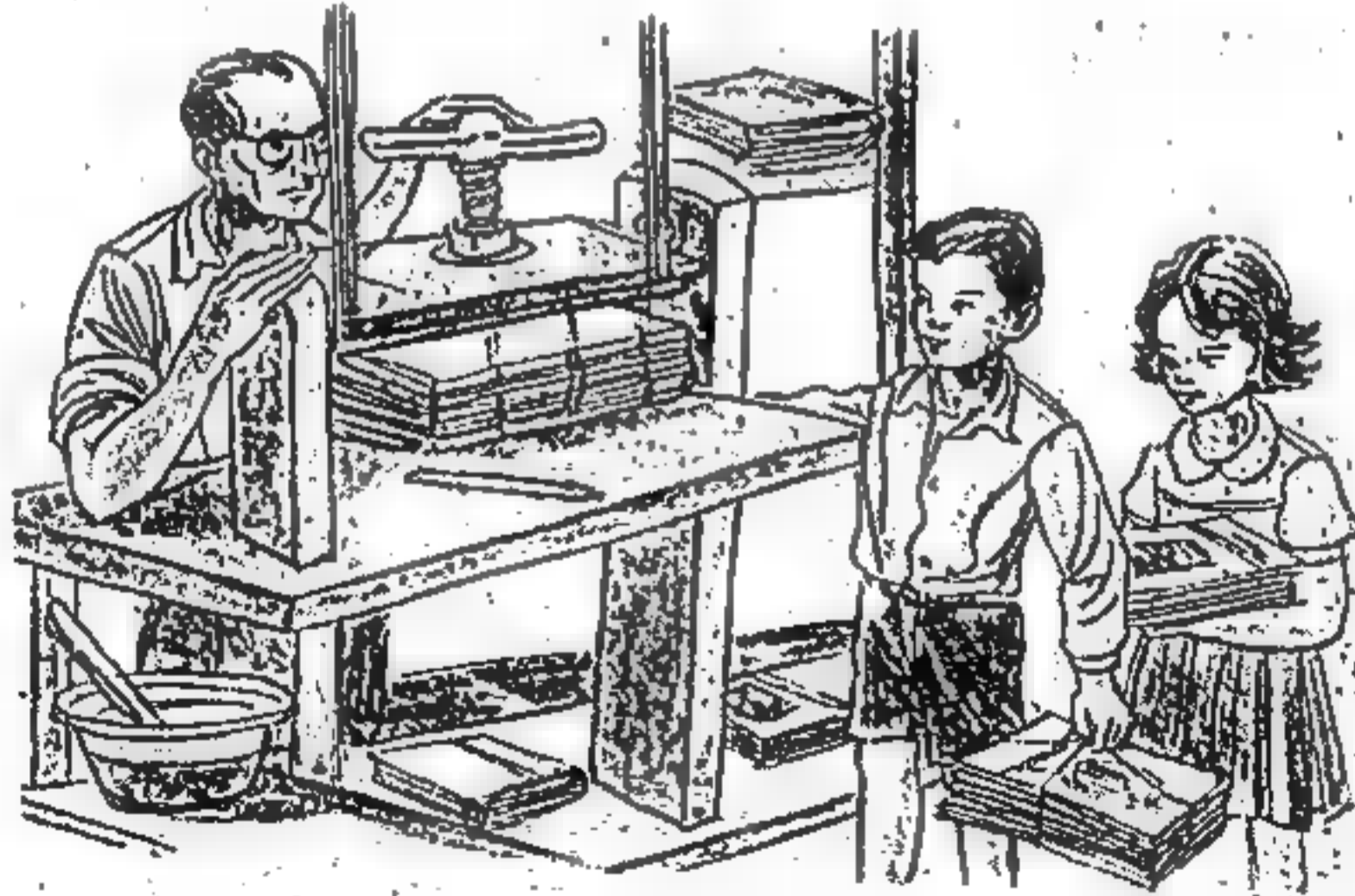
وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

waũahabaa ũilaa dukkaani ũaalika ũmujaallidi
and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادٌ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ .

nabiilun wanihaadu ũassalaamu šalaykum warahmatu ũlaahi

Nabil and Nihad, "May peace and God's mercy be upon you."



الْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ .

ũalmujaallidu wašalaykuma šsalaamu warahmatu ũlaahi wabarakaatuhu

The bookbinder, "May, peace and God's mercy and blessings be upon you, too."

نَبِيلٌ : نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni Imajmuusatayni

Nabil: "We would like to have these two collections bound."

الْمُجَلَّدُ : عِنْدِي نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوْعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحَدَّهُ .

Palmujallidu sindii nawsaani mina ttajliidi Pannawsu laawwalu tajliidun bilqumaaši wahdahu

The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوْعُ الثَّانِي ؟

nahaadu wannawsu e-anii

Nihad: "And the other kind ?"

الْمُجَلَّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

Palmujallidu tajliidun bilqumaaši masa kaṣbin mina ljiidi

The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوْعَ الثَّانِي .

nabiilun Paxtaaru nnawsa e-aaniya

Nabil: "I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nahaadu waṣanaa kaḥaalika

Nihad: "I do, too."

الْمُجَلَّدُ : يَتَبَقَى اخْتِيَارُ اللَّوْنِ .

Palmujallidu yatabaqqaxtiyaaru llawni

The bookbinder: "There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun Paxtaaru llawna lḥazraqa

Nabil: "I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nahaadu waṣanaa Paxtaaru llawna lḥaxdara

Nihad: "And I choose the green colour."

الْمُجَلَّدُ : عُودًا بَعْدَ أُسْبُوعٍ لِاسْتِلاَمِ الْمَجْلَدَيْنِ .

Palmujallidu Suudaa baṣda Pusbuusin listilaami Imujalladayni

The bookbinder: "Come back next week to collect the two volumes."

1. We have known five kinds of definite ——— They are : proper nouns, noun defined by *Pal*, pronouns, relative and demonstrative pronouns.

To these , this lesson adds the construct, the genitive of which is any of these five kinds of definite nouns.

Note that the construct « المُضَافُ » is the noun preceding the genitive « المُضَافُ إِلَيْهِ ».

2. هَذِهِ مَجَلَّةٌ نَبِيلٌ ، وَتِلْكَ مَجَلَّةٌ نِهَادٌ .

The word « مَجَلَّةٌ » is definite because its genitive is the proper noun « نَبِيلٌ » in the first sentence, and the proper noun « نِهَادٌ » in the second.

Another example:

هَذَا مَكْتَبٌ نَبِيلٌ ، وَذَلِكَ مَكْتَبٌ نِهَادٌ .

3. قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، قَرَأَتْ نِهَادٌ مَجَلَّتَهَا .

The word « مَجَلَّةٌ » is definite because its genitive is the pronoun « هُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعْتُهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ .

The word « أَعْدَادَ » is definite because its genitive is a noun defined by « الْ » , namely « السَّنَةِ »

Another example:

فِي صَبَاحِ الْعَدِّ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا ».

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. السَّاعَةُ جَائِزَةٌ الَّذِي يَفُوزُ فِي السَّبَاقِ .

Passaaʿatu jaaʿizatu llaḥii yafuuzu fi ssibaaqi .

The watch is the prize of that who wins the race.

The word « جَائِزَةٌ » is definite because its genitive is the relative pronoun « الَّذِي ».

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

Pannajaahu Saaqibatu llaḥiina yajtahiduuna .

Success is the reward of those who work hard.

1. Fill in the blanks with suitable constructs:

- (ا) اَجْمَعُ اَعْدَادَ . . . لَكَ فِي مُجَلَّدَاتٍ .
 (ب) اَجْمَعًا . . . السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .
 (ج) ذَهَبًا إِلَى . . . ذَلِكَ الْمُجَلَّدِ .
 (د) السَّلَامُ عَلَيْكُمْ وَ اللَّهُ .

2. Underline the constructs, the genitives of which are definite nouns:

- (ا) أُسْرَةٌ سَالِمٍ فِي حُجْرَةِ الْجُلُوسِ . (ب) طَعَامٌ هَذَا الْمَطْعَمِ لَدِيدٌ .
 (ج) أَنَا أُرِيدُ رُؤْيَا الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .
 (هـ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِيٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

- (ا) الْأُسْرَةُ وَاقِفَةٌ فِي ظِلِّ
 (ب) أَبِي طَيْبٍ ، دَخَلْتُ كَلْبَةً
 (ج) نَيْبِلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ
 (د) نِظَامٌ الْمَائِدَةِ بَدِيعٌ .
 (هـ) هَذَا بَيْتُنَا ، أَيْنَ ؟

4. Indicate the kind of each definite noun in the following sentences:

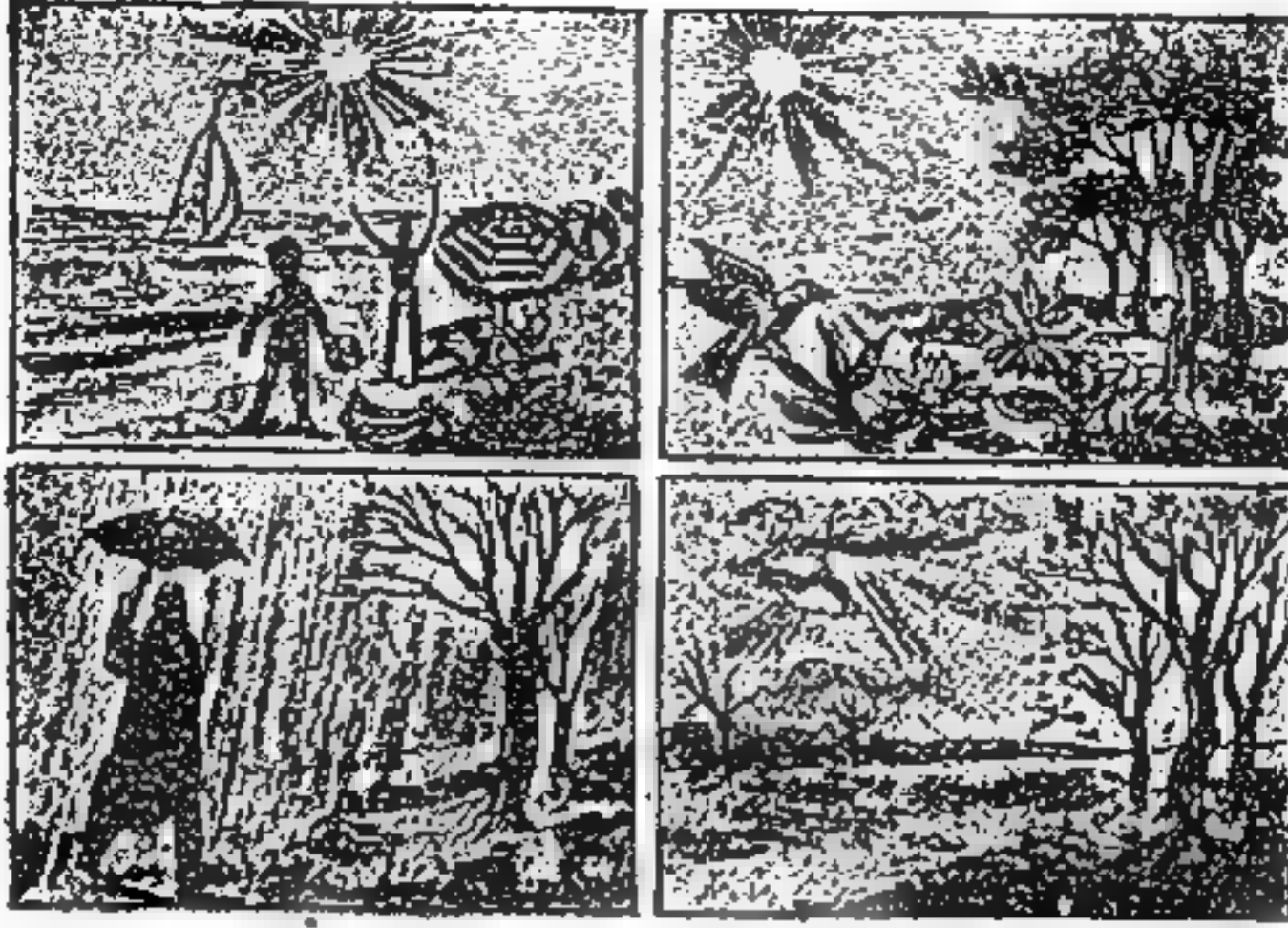
- (ا) أَدْنُ الْمُؤَدِّنِ : اللَّهُ أَكْبَرُ . . . اللَّهُ أَكْبَرُ . تَوْضُأً مَحْمُودٌ .
 صَلَّى الْفَجْرَ .

- (ب) فِي شَارِعِنَا صَيْدَلِيَّةٌ . الصَّيْدَلِيُّ يَبِيعُ الدَّوَاءَ .
 (ج) أَنَا أَحَبُّ هَذِهِ الْأَقْلَامِ وَتِلْكَ الصُّورِ .
 (د) أَنْتُمْ تَلَامِيذُ مُؤَدِّبُونَ .
 (هـ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِي كَتَبَهُ نَيْبِلٌ .

الدَّرْسُ السَّادِسُ وَالسِّتُونَ

Paddarsu ssaadisu wassittuuna

Lesson Sixty Six



فُصُولُ السَّنَةِ

fusuulu ssanati

The Seasons of the Year

السَّنَةُ أَرْبَعَةٌ فُصُولٌ

Passanatu arbaatu fusuulin

There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالخَرِيفُ وَالشِّتَاءُ

hiya rrabiisu wassayfu walxariifu waššitaaʔu

They are spring, summer, autumn and winter.

الرَّبِيعُ جَمِيلٌ

Parrabiisu jamiilun

Spring is beautiful.

السَّمْسُ سَاطِعَةٌ

Passamsu saatiʔatun

The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔajaaru muuriqatun walʔazhaaru mutafattihatun

The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ

wattuyuru magarridatun

The birds sing.



وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu farihuuna biquduumi rabiisi
The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

Passayfu θaanii fuṣuuli ssanati
Summer is the second season of the year.

فَوَاكِهُ كَثِيرَةٌ وَحَرُّهُ شَدِيدٌ .

fawaakihuhu kaθiiratun waharruhu šadiidun
Its fruits ■ plentiful and it is very hot.

بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ

إِلَى سَاحِلِ الْبَحْرِ .

baṣḍu maasi yahrubuuna min alharri
wayaḏhabuuna ʔilaa saahili lbahri
Some people run away from the hot weather
and go to the seaside.



يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ

أوراقُ الأشجارِ .

yaʔti lʔariifu baṣḍu ṣṣayfi fatasqutu
ʔawraaqu lʔašjaari
Autumn comes after summer and the leaves of
trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبُرْدُ ،
وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ʔilaa lburuudati : θumma yaʔti ṣṣitaaʔu wayaštaddu lbardu
wayasqutu lmataru
The weather tends to be cool. Then winter comes and it gets very cold and
rain falls.

وَيَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .

wayanṣatu nnaasu fii ʔaṣmaalihim wayumaarisu
baʔduhum riyaaḍaatin muxṭalifatan

People work harder and some of them play
various sports.



فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلِّ مِنْهَا فَائِدَةٌ .

fusuulu ṣsanati muxṭalifatun walikullin minhaa
faaʔidatun

The seasons of the year are not alike and each
has its own benefits.

1. الربيع جميل . الشمس ساطعة . الأشجار مورقة .

Note that each of these sentences begins with a noun. Such a sentence is called ■ *nominal sentence*.

2. يأتي الشتاء . يشتد البرد . يسقط المطر .

Note that each of these sentences begins with a verb. Such ■ sentence is called a *verbal sentence*.

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of ■ subject and ■ predicate. For example, the sentence « الربيع جميل » consists of the subject « الربيع » and the predicate « جميل ».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يأتي الشتاء » consists of the verb « يأتي » and its subject « الشتاء ».

Thus a verb and a subject constitute ■ verbal sentence.

EXERCISES

تمرينات

1. Indicate the nominal and verbal sentences in the following:

- (ا) الطُّيُورُ مُغْرَدَةٌ .
 (ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .
 (ج) الْأَزْهَارُ مُتَفَتِّحَةٌ .
 (د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .
 (هـ) يَنْشِطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

- (ا) الشَّمْسُ
 (ب) الصَّيْفُ الفُصُولِ
 (ج) الزَّبِيحُ
 (د) السَّنَةُ فُصُولِ
 (هـ) فُصُولِ السَّنَةِ

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

- (ا) يَأْتِي بَعْدَ الصَّيْفِ .
 (ب) يَمِيلُ إِلَى الْبُرُودَةِ .
 (ج) يَذْهَبُ إِلَى سَاحِلِ الْبَحْرِ .
 (د) تَسْقُطُ فِي الشِّتَاءِ .

4. أَصْفَرُ - سَيِّئَةٌ - سَاخِنٌ - نَازِلَةٌ - مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

- (ا) وَجْهَهُ وَجِسْمُهُ وَحَالَتُهُ
 (ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا

كَلَّمَ - رَفَعَ - فَتَحَ - عَرَفَ - دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences (this is to be done with reference to Lesson 42).

- (أ) أَشْرَفُ دَلِيلَ التَّلِيْفُونَ .
 (ب) أَشْرَفُ رَقْمَ صَدِيقِهِ .
 (ج) السَّمَاعَةَ ، وَ الْقُرْصَ .
 (د) أَشْرَفُ صَدِيقَهُ .

GLOSSARY

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|-------------------------|----------------|--------|------|-------------------------------|-------------------|--------|
| 13 | Ahmad | أَحْمَدُ | | 52 | monuments | آثَارٌ | ا |
| 28 | red (masc. sing.) | أَحْمَرٌ | | 55 | its monuments | آثَارُهَا | |
| 92 | I choose | أَخْتَارُ | | 47 | arts (college of) | آدَابٌ | |
| 20 | she took | أَخَذَتْ | | 76 | heroes | أَبْطَالٌ | |
| 9 | more (once more) | أُخْرَى | | 76 | his daughter | ابْنَتُهُ | |
| 28 | green (masc. sing.) | أَخْضَرٌ | | 75 | his son | ابْنُهُ | |
| 68 | last (the last...) | أَخِيرٌ | | 83 | I correspond | أَتَبَادَلُ | |
| 61 | she acted | أَدَّتْ | | 10 | he has finished | أَتَمَّ | |
| 67 | parts | أَدْوَارٌ | | 15 | a bus | أَتوبيسٌ | |
| 60 | he acted | أَدَّى | | 75 | he answered | أَجَابَ | |
| 9 | I hope | أَرْجُو | | 60 | for (the sake of) | (مِنْ) أَجْلِ | |
| 83 | Jordan | الأردن | | 90 | put together (masc. sing.) | أَجْمَعُ | |
| 83 | I send | أُرْسِلُ | | 90 | put together (dual) | أَجْمَعَا | |
| 83 | they (two) were sent | أُرْسِلَهُمَا | | 90 | put together (fem. sing.) | أَجْمَعِي | |
| 38 | I have (not) seen it | (لَمْ) أَرَهَا | | 62 | talks | أَحَادِيثٌ | |
| 92 | blue (masc. sing.) | أَزْرَقٌ | | 91 | one (of the friends) | أَحَدٌ (الأصدقاء) | |
| 47 | Al - Azhar | الأزهر | | 85 | the latest | أَحْدَثٌ | |
| 46 | I ask him | أَسْأَلُهُ | | 35 | he scored | أَحْرَزَ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|------------------------------|----------|--------|------|--------------------------------|------------|--------|
| 84 | African (dual - genitive) | إفريقيين | | 40 | they (fem. dual) had ■ rest | استراحت | |
| 75 | I prefer it (to) | أفضله | | 92 | to collect | استلام | |
| 77 | I prefer them (to) | أفضلها | | 4 | I listen | أستمع | |
| 35 | they got away from | أفلت | | 3 | she listened | استمعت | |
| 46 | he has come | أقبل | | 47 | Alexandria | الإسكندرية | |
| 47 | economics (college of) | اقتصاد | | 48 | Assiut | أسيوط | |
| 47 | departments | أقسام | | 75 | I bought it | أشتريتها | |
| 83 | I correspond (write) | أكتب | | 53 | smaller (masc. sing.) | أصغر | |
| 60 | he turned to | التفت | | 77 | you liked (them) | أعجبتك | |
| 67 | who (fem. sing.) | التي | | 68 | I liked (them) | أعجبتني | |
| 67 | who (masc. sing.) | الذي | | 68 | you liked ... | أعجبك | |
| 67 | who (masc. plural) | الذين | | 8 | pronounce again | أعد | |
| 67 | who (fem. plural) | اللاتي | | 90 | issues (of a magazine) | أعداد | |
| 68 | who (fem. dual) | اللتان | | 84 | I know | أعرف | |
| 68 | who (masc. dual) | اللذان | | 77 | greater | أعظم | |
| 83 | to them (masc. dual) | إليهما | | 98 | their work | أعمالهم | |
| 83 | to me | إلي | | 58 | I work | أعمل | |
| 28 | in front of them | أمامها | | 62 | the songs | الأغاني | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|------------------------------------|-----------------|--------|------|--------------------------------|--------------|--------|
| 20 | a seller | بَائِعٌ | ب | 66 | were occupied (the seats) | اِمْتَلَاتِ | |
| 39 | Bab El-Louk | بَابُ اللُّوْقِ | | 29 | security | اَمْنٌ | |
| 52 | Pakistan | بَاكِسْتَانُ | | 60 | you(masc. plural) | اَنْتُمْ | |
| 97 | a sea | بَحْرٌ | | 59 | you (masc. dual) | اَنْتُمَا | |
| 16 | motor (boat) | بُخَارِيٌّ | | 60 | you (fem. plural) | اَنْتُنَّ | |
| 60 | he did (his best) | بَدَلَ | | 3 | came to an end (the lesson) | اِنْتَهَى | |
| 61 | skill | بِرَاعَةٌ | | 48 | parts (of the world) | اَنْحَاؤٌ | |
| 91 | His blessings | بِرَكَاتُهُ | | 28 | is off (the light) | اِنْطَفَأَ | |
| 21 | programme | بِرْنَامِجٌ | | 67 | went off (the lights) | اِنْطَفَأَتْ | |
| 97 | coolness | بُرُودَةٌ | | 9 | pronounce(masc. sing.) | اِنْطَقَ | |
| 67 | hero | بَطْلٌ | | 10 | pronounce (fem. sing.) | اِنْطَقِي | |
| 67 | heroine | بَطْلَةٌ | | 67 | lights | اَنْوَارٌ | |
| 51 | a study mission | بَعْثَةٌ | | 97 | leaves (of trees) | اَوْرَاقٌ | |
| 98 | some of them (masc. plural) | بَعْضُهُمْ | | 53 | middle | اَوْسَطٌ | |
| 48 | countries | بِلَادٌ | | 35 | first | اَوَّلٌ | |
| 55 | your country | بِلَادِكُمْ | | 77 | those | اُولَئِكَ | |
| 52 | his country | بِلَادِهِ | | 9 | too (also) | اَيْضًا | |
| 83 | two countries (dual - genitive) | بِلَدَيْنِ | | 35 | right (the right wing) | اَيْمَنُ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|------------------------|----------------|--------|------|-------------------------------|-----------------------|--------|
| 27 | (the family) sightsees | تُشَاهِدُ | | 53 | he built it (it was built by) | بَنَاهُ | |
| 61 | applause | تُصْفِقُ | | 52 | with them (dual) | بِهِمَا | |
| 61 | she cooks | تَطْبَخُ | | 47 | veterinary (medicine) | بَيْطَرِي | |
| 35 | drew (the two teams) | تَعَادَلُ | | 54 | its history | تَارِيخُهُ | ت |
| 40 | we are tired | تَعِبْنَا | | 4 | you learn (masc. sing.) | تَتَعَلَّمُ | |
| 8 | learn (imperative) | تَعَلَّمْ | | 47 | commerce (college of) | تِجَارَةٌ | |
| 10 | he has learnt | تَعَلَّمَ | | 92 | book binding | تَجْلِيدٌ | |
| 61 | she works | تَعْمَلُ | | 9 | you (pronounce) well | تُحَسِّنُ (النُّطْقَ) | |
| 61 | she washes | تَغْسِلُ | | 35 | it became enthusiastic | تُحَمَّسُ | |
| 3 | he went on | تَقْدَمُ | | 39 | you go (masc. sing.) | تَذْهَبُ | |
| 54 | (the Sphinx) talked | تَكَلَّمَ | | 15 | a tram | تِرَامٌ | |
| 61 | she sweeps | تَكْنَسُ | | 38 | you see it | تَرَاهَا | |
| 76 | that (fem. sing.) | تِلْكَ | | 48 | (our universities) welcome | تُرْحَبُ | |
| 21 | television | تِلِفِيزِيُونٌ | | 60 | you (masc. pl.) deserve | تَسْتَحِقُّونَ | |
| 40 | statues | تِمَائِيلٌ | | 59 | you (two) are resting | تَسْتَرِيحَانِ | |
| 53 | a statue | تِمْثَالٌ | | 2 | she listens | تَسْتَمِيعُ | |
| 4 | exercises | تَمْرِينَاتٌ | | 97 | (the leaves) fall | تَسْقُطُ | |
| 28 | they are running along | تَمْضِي | | 15 | (the car) runs | تَسِيرُ | |

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| 83 | The United Arab Republic | الجمهورية العربية المتحدة | | 35 | it passed (the ball) | تَنَاقَلَ | |
| | | | | 2 | she pronounces | تَنْطِقُ | |
| | | | | 61 | congratulation | تَهْنِئَةٌ | |
| 47 | our Republic | جمهوريةنا | | 45 | secondary (fem. sing.) | ثَانَوِيَّةٌ | ث |
| 35 | a wing | جَنَاحٌ | | 39 | dry (masc. sing.) | جَافٌ | ج |
| 34 | two wings | جَنَاحَانِ | | 45 | a university | جَامِعَةٌ | |
| 60 | his best | جَهْدُهُ | | 47 | universities | جَامِعَاتٌ | |
| 21 | weather (bulletin) | (نَشْرَةٌ) جَوِيَّةٌ | | 34 | its side | جَانِبُهُ | |
| 52 | Guiza | الْجِيزَةُ | | 61 | worthy of (fem. pl.) | جَدِيرَاتٌ | |
| 51 | Hatem | حَاتِمٌ | ح | 92 | leather | جِلْدٌ | |
| 34 | a (goal) keeper | حَارِسٌ | | 66 | they (two) sat | جَلَسَا | |
| 2 | it is time for... | حَانَ | | 29 | groups (of pedestrians) | جَمَاعَاتٌ | |
| 84 | Ethiopia | الْحَبِشَةُ | | 29 | a group | جَمَاعَةٌ | |
| 85 | Ethiopian | حَبِشِيٌّ | | 82 | collecting | جَمَعَ | |
| 39 | its gardens | حَدَائِقُهَا | | 91 | he collected | جَمَعَ | |
| 41 | iron | حَدِيدٌ | | 3 | sentences | جُمَلٌ | |
| 40 | a garden | حَدِيقَةٌ | | 2 | a sentence | جُمْلَةٌ | |
| 97 | its heat | حَرُّهُ | | 20 | a republic | جُمْهُورِيَّةٌ | |

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| 45 | education (study) | دِرَاسَةٌ | | 15 | horse | حِصَانٌ | |
| 51 | his education | دِرَاسَتُهُ | | 21 | our luck | حِظْنَانَا | |
| 51 | a study (mission) | (بِعِثَّةٍ) دِرَاسِيَّةٌ | | 47 | law (College of) | حُقُوقٌ | |
| 91 | his shop | دُكَّانُهُ | | 34 | a referee | حَكَمٌ | |
| 67 | a part (in a play) | دَوْرٌ | | 38 | Helwan | حِلْوَانٌ | |
| 60 | his part | دَوْرُهُ | | 33 | around | حَوْلَ | |
| 61 | her part | دَوْرُهَا | | 28 | when | حِينَ | |
| 75 | that (masc. sing.) | ذَلِكَ | ذ | 51 | abroad | (إِلَى) الْخَارِجِ | خ |
| 91 | they (two) went | ذَهَبَا | | 96 | autumn | خَرِيفٌ | |
| 91 | I went | ذَهَبْتُ | | 9 | incorrect | خَطَا | |
| 40 | they (masc.) went | ذَهَبُوا | | 29 | khafirs | خَفَرَاءُ | |
| 3 | he revised | رَاجَعَ | ر | 53 | Khefren | خَفْرَعٌ | |
| 4 | I revised | رَاجَعْتُ | | 29 | khafir | خَفِيرٌ | |
| 8 | we revised it | رَاجَعْنَاهُ | | 53 | Khufu (Chiops) | خُوفُو | |
| 54 | a head | رَأْسٌ | | 75 | better | خَيْرٌ | |
| 54 | its head | رَأْسُهُ | | 33 | (the two teams) ran around | دَارَ | د |
| 96 | spring | رَبِيعٌ | | 21 | warm | دَافِيٌ | |
| 67 | men | رِجَالٌ | | 13 | a bicycle | دِرَاجَةٌ | |

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| 22 | pleasant (fem. sing.) | سَارَةٌ | | 41 | they returned | رَجَعُوا | |
| 21 | is shining brightly | سَاطِعَةٌ | | 22 | he answered | رَدَّ | |
| 29 | (they) maintain (security) | سَاهَرُونَ (عَلَى الْأَمْنِ) | | 83 | letters | رِسَائِلٌ | |
| 29 | pedestrians (nominative) | سَائِرُونَ | | 52 | he wished. | رَغِبَ | |
| 28 | pedestrians (genitive) | سَائِرِينَ | | 39 | (the friends) took (the train) | رَكِبَ | |
| 54 | you will see | سَتَرِي | | 15 | it took (a carriage) | رَكِبَتْ | |
| 14 | you will visit | سَتُزُورُ | | 41 | they took (the train) | رَكَبُوا | |
| 15 | express (train) | سَرِيعٌ | | 98 | sports | رِيَاضَاتٌ | |
| 21 | lucky (masc. sing.) | سَعِيدٌ | | 21 | a sport | رِيَاضَةٌ | |
| 62 | happy (fem. sing.) | سَعِيدَةٌ | | 83 | time | زَمَنٌ | ز |
| 53 | Sakkarah | سَقَارَةٌ | | 61 | a husband | زَوْجٌ | |
| 9 | I have heard it | سَمِعْتُهُ | | 53 | Zoser | زُوسِرٌ | |
| 8 | we have listened to... | سَمِعْنَا | | 14 | a visit | زِيَارَةٌ | |
| 39 | Samirah | سَمِيرَةٌ | | 39 | I will bring | سَأُحْضِرُ | س |
| 52 | we ■■■ going to see | سَتُرِي | | 97 | coast (seaside) | سَاحِلٌ | |
| 84 | The Sudan | السُّودَانَ | | 46 | I will go | سَأَذْهَبُ | |
| 85 | Sudanese | سُودَانِي | | 52 | (the car) took (them) | سَارَتْ (بِهَمَا) | |

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| 20 | a newspaper | صَحِيفَةٌ | | 29 | cars | مَسَارَاتٌ | |
| 39 | friends (masc. dual) | صَدِيقَانِ | | 40 | walking | سِيرٌ | |
| 39 | friends (fem. dual) | صَدِيقَتَانِ | | 67 | he is going to see it | سَيُشَاهِدُهَا | |
| 84 | friends (fem. dual- genitive case) | صَدِيقَتَيْنِ | | 16 | bank (of river) | شَاطِئٌ | ش |
| 53 | my friend | صَدِيقِي | | 16 | he saw | شَاهَدَ | |
| 83 | friends (masc. dual- genitive case) | صَدِيقَيْنِ | | 39 | they saw (masc.) | شَاهَدُوا | |
| 28 | a whistle | صَفَّارَةٌ | | 96 | winter | شِتَاءٌ | |
| 28 | his whistle | صَفَّارَتُهُ | | 35 | hard (adverb) | (بِ) شِدَّةٍ | |
| 83 | a page | صَفْحَةٌ | | 16 | a sail (boat) | (قَارِبٌ) | |
| 83 | two pages | صَفْحَتَانِ | | | | شِرَاعِي | |
| 34 | he whistled | صَفَّرَ | | 3 | he explained | شَرَحَ | |
| 34 | he applauded | صَفَّقَ | | 27 | policemen | شُرَطَةٌ | |
| 41 | steel | صَلْبٌ | | 27 | a policeman | شُرْطِيٌّ | |
| 47 | pharmacology (college of) | صَيْدَلَةٌ | | 15 | streets | شَوَارِعُ | |
| 96 | summer | صَيْفٌ | | 39 | its streets | شَوَارِعُهَا | |
| 83 | stamps (masc. dual- nominative) | طَابَعَانِ | ط | 35 | a halftime | شَوِّطٌ | |
| 59 | a woman doctor | طَبِيبَةٌ | | 21 | clear (fem. sing.) | صَافِيَةٌ | ص |
| 28 | a way | طَرِيقٌ | | 19 | newspapers | صَحَفٌ | |

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| 83 | Arab (masc. dual - genitive) | عَرَبِيَيْنِ | | 28 | their way | طَرِيقَهَا | |
| 51 | he knew | عَرَفَ | | 48 | students | طَلَبَةٌ | |
| 22 | you (masc. pl.) have known | عَرَفْتُمْ | | 82 | stamps | طَوَائِعُ | |
| 40 | afternoon | عَصْرٌ | | 61 | all (day) long | طُولَ (النَّهَارِ) | |
| 48 | great (masc. sing.) | عَظِيمٌ | | 40 | shady | ظَلِيلَةٌ | ظ |
| 47 | science (College of) | عِلْمٌ | | 68 | appeared (fem. dual) | ظَهَرَتَا | |
| 91 | upon you (dual) | عَلَيْكُمَا | | 34 | backs (masc. dual nominative) | ظَهِيرَانِ | |
| 41 | work | عَمَلٌ | | 35 | backs (masc. dual - genitive) | ظَهِيرَيْنِ | |
| 28 | when | عِنْدَمَا | | 48 | world | عَالَمٌ | ع |
| 92 | come back (dual) | عُودَا | | 40 | women workers | عَامَلَاتٌ | |
| 52 | his return | عُودَتِهِ | | 29 | crossed | عَبَرَتْ | |
| 40 | springs | عَيْونٌ | | 28 | crossing | عُبُورٌ | |
| 47 | Ein Shams | عَيْنُ شَمْسٍ | | 54 | strange (masc. sing.) | عَجِيبٌ | |
| 91 | tomorrow (next morning) | الْغَدُ | غ | 74 | an issue (of a magazine) | عَدَدٌ | |
| 48 | tomorrow (in the future) | غَدًا | | 83 | Iraq | الْعِرَاقُ | |
| 1 | Fatimah | فَاطِمَةٌ | ف | 28 | carriages | عَرَبَاتٌ | |
| 98 | a benefit | فَائِدَةٌ | | 14 | a carriage | عَرَبِيَّةٌ | |
| 76 | she opened | فَتَحَتْ | | 4 | Arabic (Language) | عَرَبِيَّةٌ | |

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| 68 | were (masc. dual) | كَانَا | ك | 22 | he was pleased | فَرِحَ | |
| 1 | his book | كِتَابُهُ | | 97 | happy (masc. pl.-nominative) | فَرِحُونَ | |
| 1 | her book | كِتَابُهَا | | 34 | a team | فَرِيقٌ | |
| 4 | I have written | كَتَبْتُ | | 33 | teams (masc. dual-nominative) | فَرِيقَانِ | |
| 8 | we (two) have written | كَتَبْنَا | | 34 | teams (masc. dual - genitive) | فَرِيقَيْنِ | |
| 46 | many (fem.) | كَثِيرَةٌ | | 27 | big (masc. sing.) | فَسِيحٌ | |
| 92 | back (of a book) | كَعْبٌ | | 68 | an act | فَضْلٌ | |
| 8 | words | كَلِمَاتٌ | | 96 | seasons | فُصُولٌ | |
| 2 | a word | كَلِمَةٌ | | 90 | I have thought | فَكَّرْتُ | |
| 46 | colleges | كَلِيَّاتٌ | | 97 | its fruits | فَوَاكِهُ | |
| 46 | a college | كَلِيَّةٌ | | 67 | a hall | قَاعَةٌ | ق |
| 76 | nice (fem. sing.) | لَطِيفَةٌ | ل | 90 | already | (مِنْ) قَبْلُ | |
| 62 | playing | لَعِبٌ | | 33 | a foot | قَدِيمٌ | |
| 4 | a language | لُغَةٌ | | 97 | the coming (of spring) | قُدُومُ (الرَّبِيعِ) | |
| 35 | but | لَكِنْ | | 10 | reading | قِرَاءَةٌ | |
| 92 | a colour | لَوْنٌ | | 3 | she read | قَرَأَتْ | |
| 1 | Maged | مَاجِدٌ | م | 54 | he told | قَصٌّ | |
| 75 | last (adjective) | الْمَاضِي | | 92 | cloth | قِمَاشٌ | |

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| 90 | volumes | مُجَلَّدَاتٌ | | 91 | last (fem. sing.) | مَاضِيَةٌ | |
| 92 | volumes (masc. dual - genitive) | مُجَلَّدَيْنِ | | 40 | skilful (masc. pl. nominative) | مَاهِرُونَ | |
| 82 | a collection | مَجْمُوعَةٌ | | 33 | a match (game) | مِبَارَاةٌ | |
| 82 | collections (fem. dual - nominative) | مَجْمُوعَاتَانِ | | 39 | its buildings | مَبَانِيهَا | |
| 82 | his collection | مَجْمُوعَتُهُ | | 66 | next to each other (masc. dual - genitive) | مُتَجَاوِرَيْنِ | |
| 84 | her collection | مَجْمُوعَتِهَا | | 83 | united (fem. - sing.) | مُتَّحِدَةٌ | |
| 84 | my collection | مَجْمُوعَتِي | | 15 | metro | مِثْرَوٌ | |
| 92 | collections (fem. dual - genitive) | مَجْمُوعَتَيْنِ | | 41 | pleasure | مَتْعَةٌ | |
| 47 | various (fem.) | مُخْتَلِفَةٌ | | 96 | blossoming (fem.) | مُتَفَتِّحَةٌ | |
| 61 | a director | مُخْرِجٌ | | 66 | spectators (masc. pl. - genitive) | مُتَفَرِّجِينَ | |
| 52 | a while | مُدَّةٌ | | 74 | ■ magazine | مَجَلَّةٌ | |
| 53 | step (pyramid) | مُدْرَجٌ (هَرَمٌ) | | 76 | your (masc. sing.) magazine | مَجَلَّتُكَ | |
| 29 | cities | مُدُنٌ | | 76 | your (fem. sing.) magazine | مَجَلَّتِكَ | |
| 9 | once | مَرَّةً | | 74 | his magazine | مَجَلَّتِهِ | |
| 40 | observatory | مُرْصِدٌ | | 74 | her magazine | مَجَلَّتِهَا | |
| 34 | the goal | الْمَرْمَى | | 74 | my magazine | مَجَلَّتِي | |
| 34 | his goal | مَرْمَاهُ | | 90 | a volume | مُجَلَّدٌ | |
| 27 | traffic | مُرُورٌ | | 89 | a (book) binder | مُجَلِّدٌ | |

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| 67 | actresses | مُمَثَّلَاتٌ | | 40 | comfortable (masc. dual- genitive) | مُرِيحِينَ | |
| 67 | an actress | مُمَثِّلَةٌ | | 59 | the hospital | الْمُسْتَشْفَى | |
| 68 | actresses (fem. dual - nominative) | مُمَثَّلَاتَانِ | | 22 | a play | مَسْرُوحِيَّةٌ | |
| 67 | actors (masc. pl.- genitive) | مُمَثِّلِينَ | | 41 | winter resort | الْمَشْتَى | |
| 41 | their (masc. pl.) homes | مَنَازِلَهُمْ | | 38 | sunny (fem. sing.) | مُشْرِقَةٌ | |
| 83 | for (a long time) | مُنْذُ (زَمَنٍ طَوِيلٍ) | | 59 | a factory | مَصْنَعٌ | |
| 39 | well-arranged | مُنَسَّقَةٌ | | 97 | rain | مَطَرٌ | |
| 48 | Mansurah | الْمَنْصُورَةُ | | 40 | mineral (fem.) | مَعْدِنِيَّةٌ | |
| 53 | Menkereh | مَنْقَرَعٌ | | 2 | a teacher | مُعَلِّمٌ | |
| 98 | of them | مِنْهَا | | 27 | with it (fem. sing.) | مَعَهَا | |
| 34 | forwards (football) | مُهَاجِمُونَ | | 96 | singing (adjective - fem.) | مُغْرَدَةٌ | |
| 13 | communications | مُؤَاصَلَاتٌ | | ■ | singers (masc. dual - nominative) | مُغَنِّيَانِ | |
| 96 | having leaves (fem.) | مُورِقَةٌ | | 40 | seats | مَقَاعِدُ | |
| 2 | time | مُؤَاعِدٌ | | 40 | seats (masc. dual - genitive) | مَقْعَدَيْنِ | |
| 27 | squares | مِيَادِينٌ | | 1 | his desk | مَكْتَبُهُ | |
| 40 | water(s) | مِيَاهٌ | | 1 | her desk | مَكْتَبُهَا | |
| 83 | rare (masc. dual. - nominative) | نَادِرَانِ | ن | 33 | a field (football) | مَلْعَبٌ | |
| 4 | he called | نَادَى | | 67 | an actor | مُمَثِّلٌ | |

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| 3 | he looked | نَظَرَ | | 29 | people | نَاسٌ | |
| 39 | yes | نَعَمْ | | 60 | a critic | نَاقِدٌ | |
| 60 | we work | نَعْمَلُ | | 1 | we learn | نَتَعَلَّمُ | |
| 28 | he blew | نَفَخَ | | 60 | success | نَجَاحٌ | |
| 39 | we meet | نَلْتَقِي | | 59 | we serve | نَخْدُمُ | |
| 92 | a kind | نَوْعٌ | | 59 | we serve you (both) | نَخْدُمُكُمْ | |
| 92 | kinds (masc. dual - nominative) | نَوْعَانِ | | 22 | we go out | نَخْرُجُ | |
| 82 | these (fem. dual- nominative) | هَاتَانِ | ه | 10 | we revise | نُرَاجِعُ | |
| 84 | these (fem. dual- oblique case) | هَاتَيْنِ | | 22 | we watch | نُرَى | |
| 35 | it attacked | هَاجَمَ | | 33 | it came ■ to (the football field) | نَزَلَ | |
| 35 | an attack | هَجُومٌ | | 67 | women | نِسَاءٌ | |
| 35 | a goal | هَدَفٌ | | 40 | we rest | نَسْتَرِيحُ | |
| 35 | goals (masc. dual accusative) | هَدَفَيْنِ | | 22 | we can | نَسْتَطِيعُ | |
| 83 | these (masc. dual nominative) | هَذَانِ | | 41 | we see | نَشَاهِدُ | |
| ■ | these (masc. dual - oblique case) | هَذَيْنِ | | 21 | a bulletin | نَشْرَةٌ | |
| 62 | they (dual) | هُمَا | | 40 | active (fem. pl.) | نَشِيطَاتٌ | |
| 46 | engineering | هِنْدَسَةٌ | | 3 | he pronounced | نَطَقَ | |
| 61 | they (fem. pl.) | هِنَّ | | 3 | she pronounced | نَطَقَتْ | |

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| 15 | is drawn by | يَجْرَهَا | | 16 | air | هَوَاءٌ | |
| 62 | they (two) like | يُحِبَّانِ | | 39 | its air | هَوَاؤُهَا | |
| 62 | they (masc. pl.) like | يُحِبُّونَ | | 14 | a father | وَالِدٌ | و |
| 97 | they go | يَذْهَبُونَ | | 62 | parents (masc. dual - nominative) | وَالِدَانِ | |
| 10 | he checks | يُرَاجِعُ | | 74 | his father | وَالِدُهُ | |
| 83 | they (two) send | يُرْسِلَانِ | | 75 | her father | وَالِدُهَا | |
| 34 | left | يَسَارٌ | | 59 | his parents (genitive case) | وَالِدَيْهِ | |
| 61 | they deserve | يَسْتَحِقُّونَ | | 92 | alone | وَحْدَهُ | |
| 28 | (the pedestrians) can | يَسْتَطِيعُ | | 2 | after him | وَرَاءَهُ | |
| 97 | it falls | يَسْقُطُ | | 13 | means | وَسَائِلٌ | |
| 97 | it gets stronger | يَشْتَدُّ | | 34 | middle | وَسَطٌ | |
| 10 | he thanks | يَشْكُرُ | | 89 | she put it | وَضَعَتْهَا | |
| 28 | he crosses | يَعْبُرُ | | ■ | he put it | وَضَعَهَا | |
| 28 | they cross | يَعْبُرُونَ | | 60 | our country | وَطَنَنَا | |
| 20 | he shows | يَعْرِضُ | | 40 | Japanese | يَابَانِيَّةٌ | ي |
| 10 | he finds out, he knows | يَعْرِفُ | | 97 | it | يَأْتِي | |
| 61 | he works | يَعْمَلُ | | 92 | there remains | يَتَبَقَّى | |
| 67 | they act (fem. pl.) | يَقْمِنَ | | 10 | should | يَجِبُ | |

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|------|---------------|-------------|--------|------|----------------------|---|--------|
| 10 | he pronounces | يَنْطِقُ | | 67 | he acts | يَقُومُ | |
| 27 | they control | يَنْظِمُونَ | | 67 | they act (masc. pl.) | يَقُومُونَ | |
| 28 | he blows | يَنْفِخُ | | 83 | they (two) write | يَكْتُبَانِ | |
| 97 | they run away | يَهْرَبُونَ | | 98 | they practise | يُمَارِسُ | |
| | | | | 97 | it tends | يَمِيلُ | |
| | | | | 98 | (people) work harder | يَنْشِطُ (النَّاسُ) فِي أَعْمَالِهِمْ | |

تمت طباعة هذا الكتاب على مطابع
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